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The Story of my Life

by

Helen Keller

English authors Liefg. 122 B

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Wörterbuch
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Wörterbuch

zu

THE STORY OF MY LIFE

BY

HELEN KELLER

Bearbeitet von L. BÜLTE, Vorsteherin der städtischen höheren Mädchenschule zu Mettmann.

Erklärung der Aussprachezeichen.

Vokale:

1) ā in glass, calf, bath, hard;
2) a in tub, but, sun, son;
3) æ in fat, bad, man;
4) ē in care, where (nur vor r);
5) e in met, send;
6) ī in bee;
7) i in pin;
8) ō in fall, law, for, Lord;
9) ɔ in not, cough;
10) ō in Sir, firm, her, burn;
11) ə in about, the horse, second; better, ear;
12) ū in move, root;
13) u in put, bull, foot;
14) o in Glasgow, follow, tobacco (unbetonten Silben).

Wortton durch ' gegeben: In den **nicht umschriebenen** Wörtern bezeichnet der Akzent nach einfachem Vokal zugleich den alphabetischen langen Laut: a' = e^i, e' = ī, i', y' = ai, o' = o^u, u' = jū; nach Konsonant Kürze des vorhergehenden **einfachen** Vokals (**außer** bei r und Konsonanten: deserve).

Diphthonge:

1) ai in pine;
2) au in house;
3) o^u in no;
4) $ɔ^i$ in oil;
5) e^i in day, fate.

Halbvokale, Halbkonsonanten:

1) j in tube (tjūb), use, news;
2) u in water.

Konsonanten:

p, b, t, d, f, h, l, m, n;
k in come, monarch;
g in game, give;
v in very;
þ (stimmlos) in thick;
ð (stimmhaft) in this;
s (stimmlos) in sink;
z (stimmhaft) in zeal;
š in shine — ž in rouge (also: tš in church — dž in John);
r in right;
ŋ = Nasal in England.

Aban'don verlassen; aufgeben
abil'ity Fähigkeit
abla'ze lodernd; strahlend; all — ganz Feuer und Flamme
able fähig; to be — imstande sein, können
about um . . . herum; gegen, ungefähr; to be — im Begriff sein; it is — to happen es wird geschehen
above über, oben
abrup't steil, schroff
ab'sence Abwesenheit; Mangel
ab'solute absolut, unabhängig; unbedingt, vollständig
absorb (əbsɔ̄b') absorbieren, einsaugen, in sich einziehen; fesseln
abstrac't abstrakt, theoretisch
absurd (absɔ̄'d) widersinnig
abuse mißhandeln; mißbrauchen
ac'cident Zufall, zufälliges Ereignis, Unglück, Unfall
accom'pany (-kam-) begleiten
accomplish vollenden, zustande bringen, ausführen
account Rechnung; Bericht; Erzählung; on — of um . . . willen; on all —s auf jeden Fall; on his — um seinetwillen; on no — um keinen Preis; on that — deswegen; to — berechnen; berichten
accus'tom (a) gewöhnen
achieve (ətšīv') vollbringen; vollenden; leisten; zustande bringen
achievement Durch-, Ausführung, Vollendung; Heldentat; Erfolg [geben
acknowl'edge anerkennen; zu-
acquain'tance Bekanntschaft
acquainted bekannt
acquire erwerben, erlangen, bekommen; erlernen
across kreuzweis; quer durch, mitten durch
act tun, handeln, wirken; to — on Einfluß haben auf
act Tat, Akt, Handlung, Tätigkeit
action (æk'šn) Handlung
ac'tive tatkräftig, energisch
activ'ity Tätigkeit; Behendigkeit, Lebhaftigkeit
ac'tress Schauspielerin
actual (æk'tjuəl) wirklich, augenblicklich, gegenwärtig; s. das Wirkliche
acute (əkjū't) spitzig, scharf, stechend; akut, hitzig
add zusammenzählen; hinzu-, beifügen
addition Beifügung; in — to noch dazu, außer
adequate (æd'ikuət) angemessen, passend
admin'istrative Verwaltungs-
ad'mirable bewunderungswürdig
admira'tion Bewunderung
admission Einlaß, Aufnahme
adva'nce (ā) Fortschritt, Vorrücken; to — vorankommen; —d vorgeschritten
adva'ntage(s) (ā) Vorteil, Nutzen, Gewinn, günstige Gelegenheit
advi'ce Rat, Ratschlag; Nachricht, Mitteilung
advi'sable ratsam
advi'se raten, Rat erteilen; benachrichtigen, in Kenntnis setzen
affection (əfek'šən) Neigung, Zuneigung, Liebe
affec'tionate herzlich, liebevoll, gütig; your — friend Dein Dich liebender Freund
afflic'tion Bekümmernis, Trübsal
afraid fürchtend; ängstlich, bange
after (ā) nach, gemäß; nach-

dem; später; — all schließlich, am Ende
afternoon Nachmittag
afterward(s) (ā'f'təuədz) nachher, später; dann
again wieder, wiederum
against gegen
age Alter, Zeitalter
ag'gravate erschweren; erhöhen
ag'itate erregen, aufregen, in heftige Bewegung setzen
ago vorher; vorbei; long — vor langer Zeit
ag'ony Angst
agree übereinstimmen; sich einverstanden erklären
ah: — me! ach!
ahead' an der Spitze
aid Hilfe; to — helfen
aim zielen, streben
ai'mless zwecklos, ziellos
air Luft
airy luftig
akin' verwandt; entsprechend
alas! (əlās) ach!
alert' wachsam, auf der Hut, lebhaft, umsichtig
ali'ke gleich, gleichförmig
ali've (ai) lebend, am Leben, lebendig
all ganz, all; above — vor allem; — at once ganz plötzlich; — persons alle Leute; after — bei alledem; not at — ganz und gar nicht; nothing at — durchaus nichts
alley (æ'li) Gäßchen
alli'ance Bündnis
allow (au) erlauben, gestatten; mit Obj. u. Inf. = lassen
allu'rement Lockung, Reizung, Anziehungskraft
almost fast, beinahe
alone allein
aloud (au) laut
alread'y bereits, schon
also auch, schon; ebenfalls
alternate (æl'tənet, ōl'-) abwechseln; (æltə'nət, ɔl-) abwechselnd
although obgleich
ambit'ion Ehrgeiz
ambit'ious ehrgeizig
amen'ity Anmut; Annehmlichkeit
amid' mitten, inmitten
amiss' verkehrt, falsch; ungelegen
among unter, zwischen
amount' (au) Betrag, Höhe; Bedeutung, Wichtigkeit; to — to sich belaufen auf
amu'se vergnügen, belustigen; unterhalten
amusement (z) Unterhaltung, Zeitvertreib; Spiel
an'alyze zergliedern, zerlegen
an'cestor Vorfahr, Ahn
a'ncient altertümlich, alt
an'ecdote Anekdote, lustige Geschichte
an'ger Ärger, Verdruß
angry ärgerlich, verdrießlich, böse; to grow — zornig werden
an'guish Angst, Qual
an'imal Tier
annex' Anhang, Zusatz; Nebengebäude
annou'ncement Ankündigung
anoi'nt ölen, salben; einreiben
another ein anderer; noch einer, wieder einer
answer (ān'sər) Antwort; to — antworten, beantworten
anthropolog'ical anthropologisch, den Menschen betreffend
antic'ipate voraussehen; im voraus vorstellen, ausmalen
antiq'uity Altertum; Vorzeit
anxious (æŋ'šəs) ängstlich; bange;

besorgt; begierig; voll Sehnsucht
any irgend ein; jeder
anybody irgend jemand; jeder
anything irgend etwas; alles
anywhere irgendwo, an jeder beliebigen Stelle; — else irgendwo anders
apart abseits; abgesondert; besonders
appara'tus Hilfsmittel
appeal appellieren an, bitten, sich berufen auf; s. Berufung
appear' (er)scheinen, sich zeigen
appearance Erscheinung; Erscheinen; Aussehen, Ansehen; Anschein
applause (əplōz') Beifall
app'le Apfel
apply' anwenden, gebrauchen; passen; to — to sich wenden an
appreciate (əprī'šie^{i}t) schätzen, würdigen; richtig beurteilen
appreci'a'tion Wertschätzung, Würdigung
approa'ch Annäherung; to — sich nähern, näher kommen
appropriate (əpro^{u}'priət) angemessen, geeignet; to — (-e^{i}t) sich aneignen
a'pron Schürze
ap'titude Fähigkeit
ar'bour Laube
ari'se (-rose, -risen) entstehen; aufsteigen, sich erheben; entspringen
arithmetic (əriþ'mətik) Rechnen, Rechenkunst
arm Arm
armful Armvoll
around (au) ringsumher; rund herum
arra'nge einrichten; bestimmen, (an)ordnen
arrangement Anordnung
arri'val Ankunft
arrive ankommen, eintreffen
art Kunst
artic'ulate artikulieren, deutlich sprechen
as wie; als; da, während; eben als; so far — insofern als; so sehr, daß; — for (to) was betrifft; — soon — sobald als
ascend' (hin)aufsteigen, (hin)ansteigen, ersteigen
asha'med beschämt
ash'es (pl.) Asche
aside beiseite
ask (er)fragen, (er)forschen; fordern; (for) verlangen (nach), bitten (um); to — one's opinion jem. um seine Meinung fragen; to — questions Fragen stellen, Fragen richten an
asleep im Schlaf; to be (fast) — (fest) schlafen; to fall — einschlafen
as'pect Anblick; Ansicht; Aussicht
aspira'tion Streben
assert' behaupten, erklären; sich geltend machen
assist unterstützen, helfen, beistehen
assis'tance Hilfe, Beistand
asso'ciate sich verbinden, vereinigen, (with) in Verbindung stehen (mit)
assu'rance Versicherung, Zusicherung
aston'ish in Erstaunen setzen; (at) sich wundern (über); —ed erstaunt
astron'omy Astronomie, Stern- und Himmelskunde
at'mosphere Umgebung

attach (ətætš') to befestigen an; sich anheften
attain erlangen, erhalten
attempt' Versuch, Angriff, Unternehmen; to — versuchen, wagen
attend begleiten; beachten; beiwohnen; aufwarten, pflegen
attention Aufmerksamkeit
atti're Anzug, Tracht; to — ankleiden, anputzen, schmücken
at'titude Stellung, Haltung
attract' anziehen, auf sich ziehen; erregen
au'dible hörbar
au'dience Zuhörerschaft, Publi-
augment' vermehren [kum
aunt (ā) Tante
author (ō'þər) Schriftsteller, Autor
author'ity Autorität; Behörde; Vorstand; Ansehen, Macht
authorship Verfasserschaft
autobiog'raphy Selbstbiographie
autumn (ō'təm) Herbst
avaricious (əvəri'šəs) ehrgeizig
avoid vermeiden
await (er)warten
awake (awoke, awaked) erwachen, wach werden; aufwecken; Adj. wach, munter
awa're gewahr
away fort, weg; hinweg
awful (ō) schrecklich; furchtbar, entsetzlich
awhi'le eine Weile, während einiger Zeit

Baby kleines Kind, Kindchen
back Rücken; Adv. zurück
background Hintergrund
bad schlecht, schlimm, arg; to be — off schlecht daran sein, arm sein
balmy (bā'mə) balsamisch, duftend
band Truppe, Musikkapelle
band Band, Binde
bank Ufer
bar Balken; Gitter, Riegel; to — verschließen, verriegeln, versperren
bare (ē) kahl, nackt, bloß
bark Borke, Rinde; Barke, kleines Schiff
bark bellen
barren dürr, öde
bar'rier Schranke, Barriere
bask (ā) sich sonnen
bas-relief (bāsrilif' oder franz. Aussprache; s. Anmerk.) Basrelief, flach oder halb erhabene Arbeit
bath (ā) Bad; —-tub (a) Badewanne
bathe (e^i) baden
bathing-suit (-sjūt) Badeanzug
beach flaches Ufer, Strand, Bucht
bead Perle
bear Bär
bear (ē) (bore, borne) (er)tragen
beast wildes Tier
beat (ī) (beat, beaten) schlagen, klopfen, stoßen; s. Schlag, Stoß
beautiful (bjū-) schön, prächtig
beauty Schönheit
because (bikō'z) weil
become (-came, -come) werden; geziemen
bed Bett
bee Biene
before bevor, ehe; zuvor, vorher
beg bitten, ersuchen
begin (began, begun) beginnen, anfangen
beginning Anfang
behind hinten; zurück; hinter, hinterher
behold (beheld) sehen, schauen
being Wesen, Sein
believe glauben, meinen; vertrauen

below unten
bend (bent) beugen; biegen
beneath unter, unterhalb
benef'icence Wohltun, Wohltat
ben'efit Wohltat; Vorteil, Nutzen; for the — zum Nutzen
benumbed erstarrt
ber'ry Beere
beruff'led zerknittert
beside abgesehen von, neben
besides außer, außerdem
betray verraten; verlocken
between zwischen
bewil'derment Bestürzung, Verwirrung
beyond' jenseit, über ... hinaus
bi'cycle Fahrrad
big groß, dick
billow Welle, Sturzwelle
bind (ai) (bound) binden; festbinden; to — up verbinden
bird (ə) Vogel
birth (ə) Geburt; —-place Geburtsort
bit Biß; Bissen, Stückchen; Gebiß
bite (bit, bitten) beißen; to — the dust den Staub lecken
bitter bitter(lich)
bitterness Bitterkeit; Verbitterung
black schwarz
blade Blatt; — of grass Grashalm
blade Scheide, Klinge; Schwert
blame tadeln
blan'ket Decke, weiße wollene Bettdecke
blast (ā) Windstoß, Sturm
blaze (e^i) in Flammen stehen, anfachen; s. Glanz, Schein
blend mischen, verschmelzen
blind blind
blindman's buff (a) Blindekuh
blood (a) Blut
bloom Blüte; to — in Blüte stehen
blos'som Blüte; to — erblühen, knospen, aufblühen
blot beflecken, besudeln; to — out auslöschen, verwischen
blow (o^u) Schlag, Streich, Stoß; to — (blew, blown) blasen
blue blau; s. Bläue
board Brett, Diele; Bord (eines Schiffes); to — dielen, mit Brettern versehen
board Ausschuß, Behörde
boat (o^u) Boot, Kahn
body (ɔ) Körper
bondage Gebundenheit, Bande
book Buch; —-case Bücherfach, Bücherschrank
boon Gewinn
bord'er Grenze; —-land Grenzland
bore belästigen, verdrießlich machen
born (bear) geboren; to be new— neu geboren werden
bot'any Botanik, Pflanzenkunde
both beide, beides
bottom Grund, Boden, Erde
bough (o^u) Zweig, Ast, Geäst
bower (au) Laube
bowl (o^u) Napf, Schüssel
box Kasten, Schachtel, Kiste, Dose; Schlag, Streich
boxing-match Faustkampf
boxwood Buchsbaum
brain(s) Gehirn; Verstand
branch (ā) Zweig
brass Messing-
brave brav, tapfer
bread (e) Brot
breadth Breite
break (e^i) (broke, broken) (zer-) brechen, zerschlagen, zerreißen; to — down zusammenbrechen;

to — forth hervorbrechen; to — off abbrechen; broken unzusammenhängend
breakers Brandung
breakfast (brek'fəst) Frühstück
breath (breþ) Atem; Hauch
breathe (brīð) atmen; Atem schöpfen
breathing (ī) Atmen, Atemholen
breeze Brise, frischer, kühler Wind
bridle Zügel, Saumzeug
brief kurz, flüchtig
bright (brait) hell, klar; freundlich; leuchtend, glänzend, strahlend; gescheit
brightness Schönheit
brilliancy (-ljən-) glänzende Darstellung, Feuer der Beredsamkeit
brimful übervoll
brine Salzwasser; Meer
bring (brought) bringen; to — forth hervorbringen
broad (ɔ) breit; weit
broaden sich erweitern
brook (u) Bach
brotherhood Brüderschaft
brow (au) Stirn; Vorsprung; Rand
brush Pinsel, Quaste; Besen; buschiger Schwanz; to — bürsten, abkehren; leicht berühren; to — by (past) vorbeieilen, vorbeistreichen
brush Gebüsch, Unterholz (Am. Buschholz, mit Dickicht bedecktes Gelände)
bud (a) Knospe; to — knospen
budget (bad'žət) Voranschlag, Vorrat
bugbear (bag'bēr) Popanz, Schreckbild
build (built) bauen
bunch (a) Strauß; — of hair Haarlocke
buoyancy (bɔ'ij-) Spannkraft; Heiterkeit
buoyant schaukelnd; heiter, lebendig
burn (burnt) (ver)brennen
burr (ə) Hülse
burst (burst) bersten, platzen; s. Ausbruch; to — upon hereinbrechen, plötzlich offenbaren
bury (beri) begraben
bush (u) Busch
business (bi'znəs) Geschäft; Vorhaben; Sache
bustle (basl) Hast, Unruhe; Lärm; to — lärmen; sich tummeln
busy (i) beschäftigt; tätig; to — doing a thing beschäftigt sein mit etwas
but aber; sondern; nur, bloß; ohne; nach der Negation als; I cannot — ich kann nicht umhin; if — wenn auch nur; I would have done it — ich würde es getan haben, wenn nicht ...; — for wenn ... nicht (gewesen) wäre
butter (a) Butter; to — mit Butter bestreichen; —-cup Butterblume
butterfly Schmetterling
butternut-tree grauer Walnußbaum
buy (ai) (bought) kaufen
buzz (a) schwirren, summen
by vorbei, vorüber; bei, neben; an; nach; durch (nach dem Passiv); — the door an (neben) der Tür; — itself an und für sich; — daylight am Tage; — and — nach und

nach, bald; — the — nebenbei gesagt; —-path Nebenpfad

Cab'in Kajüte, Kabine
cage Käfig
cake Kuchen; —-bowl Kuchenschüssel (-napf)
call Anruf, Ruf; Besuch; to — rufen, nennen, ermahnen; to — away abrufen; to — forth hervorrufen; to — on (upon) a person jem. besuchen; to — to mind ins Gedächtnis rufen; to — up aufrufen, heraufrufen, auffordern
calm (kām) Ruhe, Stille; to — beruhigen
cam'el Kamel
camp Lager; Wohnung
Cana'dian kanadisch
cana'ry Kanarienvogel
can'didate Bewerber(in)
can'died überzuckert, kandiert
candy Zuckerwerk
canoe (kənū') Kanoe, leichter Kahn; to — Kahn fahren
capacity (-pæ'-) Fähigkeit
cape Kap, Vorgebirge; C— of Good Hope Kap der Guten Hoffnung
cape Kragen, loser Mantel
ca'per Freudensprung; to — hüpfen, springen
capri'ce (ī) Laune; plötzlicher Einfall
capricious (kəpri'žəs) launisch, wunderlich
cap'tain Hauptmann
capture (kæp'tšər) kapern, gefangen nehmen
car (ā) Wagen, Eisenbahnwagen
cardboard Pappdeckel, Karton
care (ē) Kummer, Sorge; Sorgfalt; to — Kummer, Sorge empfinden; to — for (od. to m. Inf.) geneigt sein; Lust haben; to — for Sorge tragen für; to — for a person sich etw. aus einer Person machen; to — to geneigt sein, Lust haben; to take — of sorgen für
caress' Liebkosung
caressing liebkosend
carriage (kæ'ridž) Wagen
carry tragen, schleppen; to — off forttragen; to — out ausführen; to — on betreiben; to — in mind behalten, erwägen
casca'de Wasserfall
case (ke^{i}s) Fall; Futteral, Hülle; in — im Falle daß
cast (ā) (cast) werfen; to — off abwerfen; to — down niederwerfen
cat Katze
cat'aract Wasserfall
catch (caught) fangen, auffangen; to — hold of festhalten, ergreifen; to — on the wing im Fluge erhaschen
cause (ō) Ursache, Grund; to — verursachen; (mit Inf.) veranlassen, lassen
cease (sīs) aufhören, ab-, nachlassen
ceaseless unaufhörlich
cel'ebrated berühmt, gefeiert
centre Mittelpunkt, Zentrum; to — sich konzentrieren, den Mittelpunkt bilden
century (sent'šəri u. -jəri) Jahrhundert
cer'emony Zeremonie, Vorgang
certain gewiß, sicher, bestimmt
certif'icate Zeugnis, Bestätigung
cha'fe reizen; reiben
chain Kette

chair Stuhl, Sitz
chalkhill (tšɔ'k-) Kalkhügel, Kalkgebirge
cham'bered mit Kammern, Abteilungen versehen
cham'pion Kämpe; Vorkämpfer; Adj. vorzüglichst; Meister-
chance (ā) Zufall; Glücksfall; Gelegenheit; Möglichkeit
change (e^{i}) Wechsel, (Ver-)Änderung; to — (ver)ändern, wechseln, vertauschen
chap'ter Kapitel
charm Reiz, Zauber
charming reizend, bezaubernd
chase Jagd; to — jagen, Jagd machen auf
chas'm (kæzm) Abgrund, Schlucht
chec'ker Damenspiel, (—s) Damensteine
cheek Wange, Backe
cher'ish lieben
cherry Kirsche; —-tree Kirschbaum
chess Schachspiel
chessman Schachfigur
chestnut Kastanie
chicken Hühnchen, Küchlein
chick-weed Vogelmiere
chief hauptsächlich, Haupt-
child (pl. —ren) Kind
chi'ldhood Kindheit
childish kindlich
chill kalt, scharf; to — erstarren machen; —ing schneidend kalt
choi'ce Wahl, Auswahl; Adj. ausgesucht, auserlesen, kostbar
choke ersticken, würgen
choose (chose, chosen) wählen, auswählen, lieber wollen
chop zerschneiden, zerschlagen, branden
Christmas (kris'məs) Weihnachten; — Eve Abend vor Weihnachten, heiliger Abend
church Kirche
cir'cle (ɔ) Kreis
circumstance (sɔ'kəm-) Umstand, Zustand, Lage
cit'y Stadt; C— Stadtteil in New York
clad gekleidet; half-— halbnackt
clamber klettern
clan'gour Klang, Klappern
clap klappen, klatschen
clasp Umfassen, Umarmung; to — an-, ein-, zuhaken, umschließen, einfassen, umklammern; umarmen; — of hand Handschlag
clas'sify einteilen, ordnen, klassifizieren
claw (ɔ) Klaue, Fuß
clay Lehm; Ton
clean (ī) reinigen, reinmachen; Adj. rein; glatt
clear klar, rein; frei; hell
clever klug, gescheit
climb (klaim) klettern, klimmen; to — down herunterklettern
cling (clung) kleben, anhangen; festhalten, sich anklammern, sich heften an
clip schneiden, abschneiden
cloak Mantel
close (klo^{u}s) ge-, verschlossen; dicht bei (an), genau; s. Schluß, Ende; to — (-z) einschließen, schließen; to — upon hereinbrechen, umfangen
cloth (klɔþ) Kleid; Tuch, Zeug; pl. —es (klo^{u}z) Kleider, Kleidungsstücke
clothe kleiden
cloud Wolke
clover Klee
clovery kleeartig, nach Klee duftend
clue (ū) Faden; Aufschluß, Schlüssel

clumsy (a) ungeschickt
cluster trauben-, büschelweise wachsen, zusammenhäufen
clutch erfassen, ergreifen, packen; to — at greifen nach
coast Küste, (Am.) mit Schnee und Eis bedeckter Abhang; to — (Am.) hinabfahren (von einem Abhang mittels Schlittens oder Fahrrads)
coat Rock; Fell; —-tail Rockschoß
coil (ɔi) gewundene Spirale
coin'cidence Zusammentreffen
cold Kälte; Adj. kalt, kühl
collect' sammeln, zusammenbringen, -tragen
collec'tion Sammlung
col'lege hohe Schule, Gymnasium, (Am.) Universität
col'our Farbe
combina'tion Zusammenstellung
combine kombinieren, zusammenstellen
come (came, come) kommen; to — across stoßen auf; to — after hinterherkommen; to — back zurückkommen; to — down herunterkommen; to — forth hervorkommen; to — home nach Hause kommen; to — on herankommen, weiterkommen; to — in sight sichtbar werden; to — true wahr werden; to — up herbeikommen, sich nahen; to — upon one jem. antreffen, stoßen auf jem.
comfort (kam'fət) Trost, Beistand; Behaglichkeit, Gemütlichkeit, Bequemlichkeit; to — trösten, stärken, beruhigen, beistehen
comfortable bequem, angenehm
com'ical komisch, sonderbar
command (ā') Befehl, Gebot, Auftrag; to — befehlen, anordnen, gebieten
commen'ce anfangen, beginnen
comment' Auslegung, Deutung
commit' (a) begehen (einen Fehler); anvertrauen; übergeben; to — to memory dem Gedächtnis einprägen, auswendig lernen
com'mon gewöhnlich; allgemein, gemeinsam; — day Alltag-, alltäglich; —s Bauern beim Schachspiel
commonplace alltäglich
commu'ne sich unterhalten, Verkehr pflegen
communicate (kamjū'-) mitteilen; Anteil haben; in Verbindung (Verkehr) stehen
communica'tion Mitteilung, Bekanntmachung; Nachricht; Verkehr, Umgang
compan'ion Gefährte, Gefährtin, Gespiele, Gespielin
compan'ionship Gesellschaft, Genossenschaft
com'pany (kam-) Gesellschaft; Umgang, Verkehr
com'pass Kompaß; to — umgeben, einschließen, umfassen
compel' zwingen, nötigen
com'petent befähigt; ausreichend
competi'tion Mitbewerb; to enter into — sich bewerben mit
complete (kəmplī't) vollständig
com'plicated schwierig, verwickelt
compo'se zusammenstellen; bilden
composi'tion Zusammenstellung; Aufsatz
comprehend' umfassen; begreifen, verstehen
comprehen'sive umfassend

concea'l verbergen
conceive (kənsīv') begreifen, faſſen; ſich vorſtellen
con'centrate konzentrieren; richten auf; zuſammenfaſſen
concep'tion Auffaſſung, Vorſtellung
conclu'de folgern, ſchließen; vermuten
conclu'sion Schluß
condemn (-dem') verdammen
condition Bedingung; Lage, Stellung; Zuſtand, Verfaſſung
conduct' führen, leiten
conduc'tor Führer, Schaffner
con'fidence Vertrauen, Zutrauen, Zuverſicht
con'fident vertrauensvoll, zutraulich, vertrauend
conflic't Kampf
confound' verwechſeln
confront' die Stirn bieten, entgegenſtellen
confuse (z') durcheinander werfen, verwirren, aus der Faſſung bringen; —d verwirrt
confu'sion Verwirrung, Verlegenheit; Undeutlichkeit; Lärm
conge'nial (ī) zuſagend
conges'tion Blutandrang
connect' verknüpfen, verbinden, in Zuſammenhang bringen
conquer (koŋ'kə) erobern
conscience (kon'šəns) Gewiſſen
conscious (kon'šəs) bewußt; to be — of a thing ſich einer Sache bewußt ſein
consciousness Bewußtſein
con'sequence Folge; Ergebnis; Bedeutung, Wichtigkeit
con'sequently demgemäß, folglich
consid'er erwägen, überlegen; betrachten, halten für, bedenken
consid'erable beträchtlich, bedeutend; wichtig; (Am. viel, ſehr, ein gut Teil)
considera'tion Betrachtung, Erwägung; the subject under — das in Betracht kommende Thema
consist (of) beſtehen (aus), enthalten
consola'tion Troſt
conso'le tröſten
constant beſtändig
construc'tion Aufbau, Konſtruktion; Anlage
consult' beratſchlagen, Rat halten, ſich beraten, um Rat fragen
contain' enthalten; umfaſſen; to — one's self ſich in Schranken halten, an ſich halten, ſich mäßigen
contemptuous (-tem'šəs) verachtend, verächtlich
contend ſtreiten, kämpfen, ringen
content zufrieden, genügſam; s. Zufriedenheit, Befriedigung; to — befriedigen; one's self ſich zufrieden geben
contin'ually beſtändig, fortwährend
contin'ue fortfahren, fortſetzen
contras't (ā) Gegenſatz, Kontraſt
contro'l beaufſichtigen; beherrſchen; kontrollieren
conve'nient paſſend, geeignet, bequem
conversa'tion Unterhaltung, Geſpräch; Verkehr
convers'e ſich unterhalten, plaudern; verkehren, Umgang haben
convert' bekehren; umſchaffen
convin'ce überzeugen
cook (u) Koch; Köchin
cool kühl

copy Abſchrift; to — abſchreiben, kopieren [inſeln
cor'al Koralle; —-isles Korallen-
cork'screw Korkzieher
cor'ner Ecke
corn'stalk (-stōk) Getreidehalm
correct' verbeſſern; tadeln; korrigieren; Adj. richtig, fehlerfrei
correction Verbeſſerung, Berichtigung, Zurechtweiſung
cost Koſten
cottage Hütte, Bauernhaus, kleines Landhaus (Am. zeitweilige Wohnung in einem Bade oder Vergnügungsort)
cotton Baumwolle; —-boll (boᵘl) Samenkapſel der Baumwolle
count (au) zählen
country Land (im Gegenſatz zu Stadt), Geburts-, Heimat-, Vaterland; Gegend
county (au) Grafſchaft
course (kōəs) Lauf; Gang; Weg; Verlauf; Kurſus; of — natürlich
cove (a) Schlupfwinkel; Bucht; Bai
cov'er bedecken; s. Decke
covering Verhüllung, Hülle
cow (au) Kuh
crack knallen; knattern
crack'le krachen; kniſtern
cradle (eⁱ) Wiege
craft (kräft) Kraft; Fahrzeug, Schiff; little — die kleinen Schiffe
crafty (ā) ſchlau, liſtig
cram vollſtopfen; ausfüllen; überladen
cramp Klammer, Feſſel; to — hemmen, einſchränken
crash krachen, einſtürzen; zuſammendrängen
creak (ī) knarren
create (krieⁱt) ſchaffen, hervorrufen
crea'tion Schöpfung
creature (krī-) Geſchöpf, Kreatur, Tier
cred'it Anerkennung
creed Glaubensbekenntnis
creep (crept) kriechen
crib Krippe; Bettchen
crimson (-ən) karmin-, hochrot
cringe krümmen, kriechen, verkümmern
crit'ical kritiſch, entſcheidend; bedenklich
crit'icism Kritik, kritiſche Beurteilung
crochet (kroše') häkeln
croc'k'et Häkchen
crooked (kruk'əd, krukt) gekrümmt, krumm, ſchief
cross kreuzen; überſchreiten; —-bracers Kreuzbalken
crosswise kreuzweis
crouch (au) ſich niederdrücken, zuſammenkauern
crowd (au) Haufen, Menge; Gedränge; to — häufen, anfüllen; ſich drängen; —ed dicht bevölkert
crown (au) Krone
crude (ū) roh, unbearbeitet; ungeſchickt
cru'el grauſam
cruelty Grauſamkeit
crush (a) erdrücken, zerquetſchen
cry Schrei, Ruf; to — ſchreien, rufen; weinen; to — for nach jem. verlangen
cup (a) Becher, Schale, Kelch, Taſſe
curios'ity Neugierde
cu'rious neugierig, wißbegierig; ſeltſam, wunderlich; —ly ſeltſamerweiſe

curl (a) Locke; Gekräuselte; to — locken (vom Haar), kräuseln; to — up zusammenkauern
curly-haired lockig
cur'rent Strom, Strömung; Umlauf; to pull against the — gegen den Strom fahren
curve Krümmung, Biegung; Linie; Bogen; to — wölben, krümmen, biegen
cushion (ku'šən) Kissen
cus'tom Gebrauch, Sitte, Gewohnheit
cut (cut) schneiden, zerschneiden; to — off abschneiden; to — out ausschneiden; to — up aufschneiden

Daily täglich
daisy (e¹) Gänseblümchen; —-starred mit Gänseblümchen besät
dam Damm, Deich
dance (ā) tanzen
da'ngerous gefahrvoll
dangle (æ) baumeln, hängen
daring kühn
dark dunkel, finster; unrein, unsauber; in the — in der Dunkelheit
darken dunkel werden, verdunkeln
darkness Dunkelheit
dar'ling (ā) Liebling
dart (ā) sich stürzen; stürmen; hinabschießen
dash (æ) klatschen; schleudern, werfen, zerschmettern; s. das Toben
dawn Dämmerung (vor Tagesanbruch)
day Tag; all — den ganzen Tag; to-— heute; the — before yesterday vorgestern
dayless lichtlos
daylight Tageslicht; Tag; in — bei Tage; before — vor Tagesanbruch
dazzle (dæsl') verwirren, blenden
dead tot, gestorben
deaf taub
deal Teil; Brett, Planke; a great — eine große Menge, sehr viel
dear teuer, lieb, wert; kostspielig; zärtlich, innig; —ly sehr
death (e) Tod
debar' (ā) ausschließen
deci'de entscheiden, beschließen
decisive (disai'sif) entscheidend
declara'tion Erklärung
declare (ē) erklären
decline niederbiegen; ablehnen; vermeiden; abnehmen
decree Beschluß, Verordnung
deed Tat
deep tief
deer Hirsch, Rotwild
defect' Mangel, Schwäche
defi'ne erklären, definieren
definit'ion Erklärung
defy Trotz bieten, herausfordern
degree Grad; Stufe; akademischer Grad
dejec'ted niedergeschlagen, mutlos
del'icate zart, fein, köstlich
delic'ious köstlich, herrlich
deli'ght Entzücken, Freude; to — entzücken, erfreuen; to be —ed at entzückt sein über
delightful köstlich, herrlich, angenehm
demand Forderung, Verlangen; to — fordern, begehren; fragen, befragen nach; bitten
dem'igod Halbgott

dense dicht, undurchsichtig
deny' verneinen, in Abrede stellen, versagen
depart'ment (ā) Abteilung
depar'ture Abreise
depend' hängen; to — on (upon) abhängig sein von, sich verlassen auf
depen'dence Abhängigkeit; Vertrauen
depression Druck; Niedergeschlagenheit
depriva'tion Beraubung, Entbehrung, Verlust
deprive (be)rauben, entziehen; —d beraubt
depth Tiefe
deri've ableiten, abstammen
descend' herab-, herunterstеigen; herabkommen; abstammen; (from) herkommen (von)
descri'be beschreiben, schildern
description Beschreibung, Schilderung
desi're Wunsch, Verlangen, Begehr; to — ersehnen, verlangen, wünschen
desk Pult
des'olate (-s-) trostlos, einsam, öde
despair' Verzweiflung
des'perate verzweifelt, hoffnungslos
desperation Verzweiflung
despi'se verachten
despon'dency Niedergeschlagenheit, Verzagtheit
despon'dent mutlos, verzagt
des'ultory planlos
detach'ed abgelegen
detail' Einzelheit
detect' entdecken, wahrnehmen
determina'tion Bestimmung, Entschluß, Vorsatz
deter'mine bestimmen, beschließen, sich entschließen
devel'op entwickeln; sichtbar machen
development Entwicklung, Enthüllung
de'vious abweichend, gekrümmt
devi'se erdenken, ausfindig machen
devoid leer, bar
devo'ted (to) gewidmet; hingebend; ergeben; gerecht
devo'tion Hingebung; Aufopferung
devour (au) verschlingen; verzehren
dew (djū) Tau
diagram (dai'ə-) Zeichnung
dialogue (dai'ə-) Zwiegespräch, Dialog
diamond (dai'ə-) Diamant
die sterben; to — out aussterben
diet (dai'ət) Nahrung, Kost
dif'ference Unterschied
dif'ferent verschieden, anders
dif'ficult schwer, schwierig; mühsam
dif'ficulty Schwierigkeit
dig (dug) graben
dig'nity Würde
dim düster, trübe, dunkel
dim'ple Grübchen
din'gy schmutzig, dunkel
dinner Mittagessen
direction (i) Richtung
dirt Schmutz, Kot
dirty schmutzig
disadvant'age (ā) Nachteil
disappear' verschwinden
disappoin'ted enttäuscht
disappoin'tment Enttäuschung
discard' (ā) ausschalten
discom'fort Unbehagen
discontent' Unzufriedenheit; Adj. unzufrieden

discour'age entmutigen
discours'e (ɔ) Gespräch
discov'er entdecken
discovery Entdeckung
discrimination Unterscheidung, Einsicht; sense of — Unterscheidungsvermögen
discuss' erörtern, besprechen, diskutieren
discus'sion Erörterung
dish-washing Aufwaschen, Spülen
disli'ke nicht gern haben, nicht leiden mögen
dismal (diz'məl) trübe, schrecklich
dispar'ity Ungleichheit
disposit'ion natürliche Anlage, Sinnesart, Gesinnung; Charakter; Stimmung; Wesen
dissatisfac'tion Unzufriedenheit, Mißvergnügen, Unmut
dis'sonant mißtönend, unharmonisch
dis'tance Entfernung
dis'tant entfernt
distinct' deutlich, genau, bestimmt
distin'guish unterscheiden, deutlich erkennen
disturb' (ɔ) stören, verwirren, beunruhigen
divert' (ɔ) ablenken, abbringen
divi'ne göttlich
divis'ion Einteilung; Abteilung
do (did, done) tun; to — one's best sich anstrengen; to — business Geschäfte haben; to — harm to a person jem. ein Leid zufügen; I shall — very well ich werde ganz gut fertig; it would not — es würde nicht zweckmäßig sein; to — a sum eine Aufgabe lösen
doff ablegen, ausziehen (von Kleidungsstücken); weg-, abwerfen
dog Hund
dogma Glaubenssatz
doll Puppe
dom'inate beherrschen, regieren
domineer' despotisch herrschen, tyrannisieren
donkey Maulesel
door (dɔə) Tür; out of —s im Hause
double verdoppeln, doppelt
doubt (daut) Zweifel; to — zweifeln
doubtless zweifellos
dough (do^{u}) Teig; —balls Klöße
down hinab, hinunter; — to bis ... hinab; — below nach unten; —-stairs treppab
downward abwärts, niederwärts
downy (au) flaumig, weich
drag (æ) schleppen, ziehen
draw (ɔ) (drew, drawn) ziehen; zeichnen; to — back zurückziehen; to — near näher kommen; to — out herausziehen
dread (e) Furcht; to — fürchten
dream Traum; to — träumen
dreary traurig, öde, düster
dress Kleid, Tracht, Kleidung, Anzug; to — (an)kleiden, sich anziehen
drift Schneewehe; Haufen; to — in sich nähern
drill drillen, ausbilden
drive treiben; werfen; fahren; schleudern; to — down hinunterfahren, -treiben
droop (ū) herabhängen, hängen
drop tröpfeln, Tropfen fallen lassen; to — in unerwartet kommen
drudgery Plackerei
dry trocken, ausgetrocknet; to — trocknen

duck (a) Ente
due (dju) schuldig, gehörig; recht, genau; bestimmt; to be — to a person jemandem gebühren
dull ungeschickt; wirr; teilnahmlos; trübe; langweilig
dullness Stumpfsinn, Dummheit, Mißmut, schlechtes Befinden
dumb (dam) stumm, schweigsam, sprachlos
during während
duty Pflicht; Gehorsam
dwarf verkrüppeln
dwell (dwelt) wohnen; bleiben; verweilen; sich aufhalten
dwelling-house Wohnhaus

Each ein jeder (einzeln); — other einander; — time jedes Mal
eager eifrig, begierig, heftig
eagerness Begier; Eifer
ear Ohr
early früh, frühzeitig, bald
earnest ernst; s. Ernst
earnestness Ernsthaftigkeit
earth Erde
earthly irdisch
earthy erdig, Erd-
ea'sy bequem, behaglich, frei, sorglos, leicht, ohne Schwierigkeit
eat (eat, ate; eaten) essen, fressen
eb'ony Ebenholz
echo Echo; to — widerhallen
eclip'se Finsternis
econom'ics Staatswirtschaft
ecstat'ical hingerissen; entzückt
ed'dy Wirbel, Staubwirbel
Eden Eden
edge Rand; Kante
ed'it herausgeben
ed'ucate erziehen (geistig), ausbilden
educa'tion Erziehung, Ausbildung
effect' Wirkung; Eindruck
effort (e'fət) Bemühen; Anstrengung
egg Ei; —-hunting Eiersuchen
Egypt'ian ägyptisch
elemen'tary Elementar-
el'evator Aufzug, Fahrstuhl
elev'en elf
el'oquence Beredsamkeit
eloquent beredt
else sonst, sonst noch
embar'rassment Hinderung; Verlegenheit
embod'iment Verkörperung
emboss erhaben ausarbeiten, bossieren; —ed books Bücher mit Hochdruck
embra'ce Umarmung; to — umarmen; erfassen
emer'ge auftauchen, herauskommen
em'inent hervorragend, ausgezeichnet
emo'tion Erregung, Empfindung
em'phasis Nachdruck
emphat'ic nachdrücklich; to be — about betonen
employ anwenden, verwenden, gebrauchen
empty leer, bar
encha'ntment (ā) Entzücken
encirc'le umgeben, einschließen
encounter begegnen
encourage ermutigen, aufmuntern
encum'ber behindern, beengen
end Ende, Stückchen; to — beenden; zu Ende sein; vollenden; at the — am Ende, zuletzt; to be at an — aus sein;

no — unendlich, überaus; no — of sehr viele (große), unzählig; to an — bis ans Ende; to put an — to beendigen, aufhören
endea'ring teuer; zärtlich, liebevoll
endea'rment Liebe, Zuneigung
en'emy Feind
energetical energisch, tatkräftig
en'ergy Energie, Willenskraft
enfold einhüllen; einfangen, einschließen
engage (-ge'd) verpflichten, verbindlich machen; beschäftigen; to be —d in teilhaben an
en'gine Maschine
engra've eingraben, einprägen
enjoy' genießen, Vergnügen finden an, sich erfreuen
enjoyment Genuß
enlist' einschreiben, aufzeichnen, eintragen
enno'ble veredeln, adeln
enor'mous ungeheuer, mächtig, groß; —ly sehr
enough genug; ziemlich
enrich' bereichern
enter hineingehen, -kommen, -treten; eintreten, Eintritt erlangen; to — a room in ein Zimmer eintreten; to — into hineindringen, gründlich kennen lernen
entertain halten, aufrecht erhalten, unterhalten
enthusiasm (-þjū'-) Begeisterung
entire ganz, gänzlich
envi'ronment Umgebung
ep'ic Epik, Epos
ep'igram Schlagwort
ep'isode Episode, eingeflochtene Erzählung
equal (ī'kuəl) gleich; angemessen, entsprechend; — to the task der Aufgabe gewachsen; —ly gleichfalls
er'ror Irrtum, Fehler
esca'pe entschlüpfen, entkommen; to — fame nicht gerühmt werden
espe'cially besonders
es'say Abhandlung
es'sence innerstes Wesen
esteem' achten, schätzen
eter'nal ewig
evanes'cent dahinschwindend, vorübergehend
e'ven eben, flach, gerade; — temper ruhiges Gemüt; Adv. selbst, sogar
e'vening Abend; of (on) an — eines Abends
event' Ereignis, Begebenheit
eventful ereignisvoll
ev'er je, jemals, immer
evergreen Immergrün
evermore stets, immerfort
every jeder; —body, — one jedermann; — day täglich
everything alles, jedes
everywhere überall
ev'idence augenscheinliche Gewißheit
ev'ident augenscheinlich
e'vil übel, böse; s. Unheil, Übles
examina'tion Prüfung, Untersuchung
exam'ine prüfen, untersuchen, eingehend betrachten
exam'iner Prüfender
example (ā) Beispiel
exas'perating erbitternd
except ausnehmen; Einwendungen machen; ausgenommen, außer; — for mit Ausnahme von

excha'nge Austausch; to — wechseln, austauschen
exci'table erregbar, reizbar
exci'te auf-, erregen, wachrufen
excitement Erregung, Aufregung
excurs'ion Ausflug
ex'ercise Übung, Ausübung, Anwendung; Antrieb; to — üben, ausüben
exhaus'tion (ɔ) Erschöpfung, Ermattung
exhib'it Ausstellung
exhil'arating erfrischend
expect' erwarten; vermuten
expectant erwartungsvoll
expecta'tion Erwartung
expe'rience Erfahrung
exper'iment Versuch, Experiment
expert' Sachverständiger
explain' erklären, auseinandersetzen
explana'tion Erklärung, Auslegung
explo're erforschen, suchen nach
exposition Auseinandersetzung
express ausdrücken, auseinandersetzen, schildern
expression Ausdruck, Äußerung
ex'quisite ausgezeichnet; —ly ausnehmend, ungemein, höchst
ex'tasy Begeisterung, Entzücken
extat'ically begeistert
eye (aĭ) Auge

Face Gesicht; in the — of zum Trotz; to — entgegentreten
fact Tat; Tatsache, Wahrheit; in — in der Tat
fac'ulty Fähigkeit, Geschicklichkeit, Fertigkeit
fail verfehlen, fehlschlagen, im Stich lassen, mißlingen; I — es es mißlingt mir [schlagen
failure (feĭlə) Mißlingen, Fehl-
fain fröhlich, heiter; geneigt zu; — (nach would) gern, wohl
faint schwach, gering
fair Jahrmarkt, Messe; Adj. schön, hübsch
fai'ry Fee; — tale Märchen
faith Glaube, Treue
faithful treu, ergeben; —ly gewissenhaft
fall Fall, Sturz; Wasserfall; to — (fell, fallen) fallen; to — asleep einschlafen; to — back zurückweichen; to — down hinfallen; to — off abfallen; to — short zu kurz kommen; to — sick krank werden
fa'me Ruhm, großer Name
famil'iar vertraut, bekannt
famous (feĭməs) berühmt; ausgezeichnet
fancy Phantasie, Einbildung, Interesse, Vorliebe; to — sich einbilden, denken, meinen; Vergnügen finden an
fantas'tic phantastisch, wunderlich
fan'tasy Phantasie (ältere Form von fancy)
far weit, entfernt, abgelegen; — off weit weg; —ther weiter, entfernt
fas'cinate fesseln, bezaubern; —d gebannt
fascina'tion Zauber, Reiz
fashion (fæš'n) Form, Art, Mode
fast (ā) fest; schnell
fasten (fā'sn) festmachen, befestigen
fate (eĭ) Schicksal, Geschick
fatherhood Vaterschaft
fathom (fæ'ðəm) ergründen
fati'gue (ī) Ermüdung; to — ermüden, matt werden

fault (fôlt) Fehler, Schuld, Verſehen, Irrtum; to be at — ſich irren; die Spur verloren haben
fa'vour Gunſt; in — zugunſten; to — begünſtigen, bevorzugen
favourite beliebt; Lieblings-
fear (ī) Furcht, Angſt, Beſorgnis; to — fürchten, ſich fürchten, befürchten
fearful fürchterlich
fearless furchtlos
feast Feſtſchmaus
feat (ī) Tat, Heldentat
feature äußere Form, Geſtalt; Geſichtszug; Ausſehen; Merkmal
February Februar
feel (felt) fühlen; to — along ſich entlang fühlen; to — of befühlen
feeling Gefühl
feet (pl. von foot) Füße
fellow Gefährte, Genoſſe, Kamerad; Burſche
fem'inine weiblich
fence Zaun, Umzäunung, Gehege; to — einzäunen
fern (ô) Farnkraut; F— Quarry Farn-Steinbruch
ferny farnbekränzt
festoon' (ū) Girlande, Blumengehänge
fetch holen, herbeiholen; ſuchen; bringen
fe'ver (ī) Fieber
few wenig(e); a — einige
fi'ber Faſer, Faden
field (ī) Feld; in the — auf dem Felde
fie'rce (ī) wild
fight (fought) fechten, kämpfen; s. Kampf
figure (figə) Figur, Geſtalt; Form
fill füllen; to — up ausfüllen
fi'nal ſchließlich, endgültig; —ly endlich
find (found) finden, auffinden; to — one's self ſich befinden; to — out ausfindig machen
fine fein, ſchön, ſtattlich; klar (vom Wetter)
finger Finger; to — betaſten, befühlen
fire Feuer; to be on — entflammt, begeiſtert ſein
firm (ô) feſt
first (zu)erſt, vorderſte, vorzüglichſte
fish Fiſch, Fiſche
fit Anfall, Ausbruch; — of temper Anfall von Gereiztheit; Adj. paſſend, angemeſſen
fix anheften, befeſtigen, feſtmachen; —ed feſtgeſetzt, beſtimmt; to — upon ſich richten auf, ſich feſtſetzen
flake Flocke, Schneeflocke
flame Flamme
flash (æ) Blitzſtrahl; in a — im Nu; to — aufleuchten; to — out aufblitzen, plötzlich hervorbrechen
flat flach, platt
flee (fled) fliehen, verlaſſen
fleet flink, flüchtig, ſchnell
fleeting vergänglich
flex'ible biegſam
flick'er flackern, flattern
flit ſchweben; to — across vorüberſchweben
float fließen, fluten, treiben
flood (a) Flut; to — überſtrömen, überfluten
floor (ô) Fußboden; Stockwerk; ground — Erdgeſchoß
flow fließen; überfließen, ſtrömen;

to — by vorüberfließen; s. Flut, Strom, Fluß
flower Blume
flush (a) rot werden, erglühen
flutter flattern, schwingen; to — up aufflattern
fly (flew, flown) fliegen; fortfliegen
foam Schaum
fog (ɔ) Nebel
fold Falte, Umschlag; to — falten
follow folgen, verfolgen
food (ū) Nahrung
foot (Plur. feet) Fuß
footstep Schritt, Tritt; Spur
for für, wegen, um ... willen; denn; was anbetrifft; (bei Zeitbestimmungen) lang (z. B. — many years viele Jahre lang)
forbear (-bore, -borne) sich enthalten, meiden; schonen, dulden
force Kraft, Gewalt; to — zwingen, nötigen
forehead (fɔ'rid) Stirn
foreign (fɔr'in) ausländisch
foreigner Ausländer, Fremder
forest Wald
forget (forgot, forgotten) vergessen
fork Gabel, Gabelung (eines Baumes); —ed gegabelt
form formen, bilden, gestalten; s. Form, Gestalt
formulae (lat.) Formeln
fortunate (fɔ'tšənət) glücklich; —ly glücklicherweise
fortune Glück; Vermögen; Schicksal
forward vorwärts-, vorn; vorgeschritten; frühreif; voran; — reaching vorausreichend
foul unrein, schlecht, verdorben
foun'tain Quelle, Springbrunnen
fowl (au) Geflügel
fragile (fræd'žil) zart, gebrechlich
fragment Rest, Überbleibsel, Bruchstück, Fragment
fra'grance Duft, Wohlgeruch
fra'grant duftend
frame Rahmen, Einfassung; to — bilden, formen
frantic(al) wild, toll, rasend
fraught (frɔ̄t) bedrückt
free frei; to — freimachen
freedom (-dəm) Freiheit
freezer Gefrierapparat
French französisch
frequent häufig
fresh frisch, neu
freshen erfrischen
fret zerfressen, zernagen; ärgern, erzürnen; sich ärgern; Abnutzung; s. Ärger, Zorn
friend Freund, Freundin; to make — s Freundschaft schließen
friendship Freundschaft
frisk hüpfen, springen
frog Frosch
froghood Froschschaft
frol'ic Frohsinn, Scherz, Vergnügen; Adj. fröhlich; to — lustig sein, scherzen
frolicsome fröhlich, munter
front Front, vordere Ansicht; — door Haustür; in — vorn
frontier (frɔnt'jə) Grenze
frost Frost; to — gefrieren machen, kandieren
frozen zugefroren
fruit (ū) Frucht, Früchte
fuchsia (fjū'šə) Fuchsia
fulfil (auch fulfill) in Erfüllung bringen, erfüllen; vollziehen
fulfilment Erfüllung
full voll, gefüllt; ganz, völlig
fun Spaß, Scherz
funny spaßhaft, drollig, komisch
furious wütend

furn'ish liefern
fur'ther weiter
fu'ry Wut
fu'tile flüchtig; wirkungslos
future (fjū'tšər) Zukunft; Adj. zukünftig
fuzz'y gekräuselt, struppig, faserig

Gain gewinnen, erlangen, erwerben
gale heftiger Wind, Sturm
game Spiel, Scherz; Wild
gam'ut Tonleiter; Umfang, Ausdehnung
garden Garten
gar'ment (ā) Gewand
garner (ā) einheimsen, sammeln
gate Tor, Pforte; Gitter
gather sammeln, ernten, auflesen
gaze starrer Blick, Anstarren; to — blicken, anstarren; to — at anstaunen
general allgemein, gewöhnlich; —ly im allgemeinen
generation Menschenalter, Generation
gen'erous großmütig, edel; freigebig
ge'nial belebend; geistreich; talentvoll
ge'nius Genie, Talent, Geschicklichkeit
gentle sanft, zart
gentleman Herr, Mann
genuine (džen'juin) wahr, aufrichtig
geog'raphy Geographie
German deutsch; s. Deutsche; pl. —s Deutschen
gesticulate (džesti'kjule^{i}t) gestikulieren, Gebärden machen
gesture (džes'tšə) Gebärde
get (got) bekommen, erhalten, erlangen, gewinnen, erreichen; nehmen: (mit Part. =) werden; (mit Part. hinter dem Objekt =) lassen; to — down hinuntersteigen, hinuntergelangen; to — in einsteigen; to — late spät werden; to — on weiterkommen; to — ready fertig machen; to — rid of los werden; to — things into their place Dinge an ihren Platz stellen; to — to gelangen nach; to — used to gewohnt werden; to — up aufstehen; to have got haben, besitzen
gift Gabe, Geschenk
gigan'tic (ai) riesig
girl Mädchen
give (gave, given) geben, darbieten, überreichen; to — birth entstehen lassen
glad froh, erfreut (of über)
glance (ā) Blick
glass Glas
gleam scheinen, schimmern; —ing strahlend
glee Freude
glimpse Schimmer
glisten (glisn) schimmern
globe Kugel
gloomy düster
glory Herrlichkeit, Glanz; to — in frohlocken, stolz sein auf
glossy glänzend
glow glühen, leuchten
gnarled (nāəld) verkrüppelt
go (went, gone) gehen; to — about umhergehen, nachgehen; to — along hingehen längs; to — down untergehen; to — off fortgehen; to — on fortfahren; geschehen; to — out ausgehen (my heart went out to the lonely man mein Herz

schlug dem einsamen Mann entgegen); to — with begleiten; to be —ing im Begriff sein; to — one's round seine Runde machen; gone dahin, vorbei, fort
goal Zweck, Ziel
gobb'ler Truthahn; Fresser
goblin Kobold
goddess Göttin
gold golden, von Gold
golden golden, glücklich; gesegnet
good gut; s. Gut
good-bye (God be with you) lebe wohl
gorg'e Kehle, Gurgel; Abgrund, Bergschlucht
gorg'eous (-džəs) glänzend, prächtig
gov'ernment Regierung; Verfassung
grace Anmut; Gnade
gra'cious gnädig, gütig; köstlich
grad'ual allmählich
grain Korn, Getreide
gram'mar Grammatik
grandeur (grænd'jə) Größe
grape Weintraube
grasp Griff, Berührung; to — ergreifen, packen
grass Gras [pferd
grasshopper Grashüpfer, Heu-
gra'teful dankbar; angenehm
grat'itude Dankbarkeit
great groß; wichtig; —ly sehr, in hohem Grade, bedeutend
Greece Griechenland
greed Gier, Habgier
Greek griechisch; s. Grieche
green grün
greenhouse Treibhaus
greet grüßen, begrüßen
grey grau
grief Gram, Kummer
grieve kränken, schmerzen; sich betrüben
gri'my grimmig; scheußlich, häßlich
grind (ground) mahlen; drehen, rollen
grinding Knirschen
grope tasten, tappen
ground Grund, Boden, Erdboden, Erde
group (ū) Gruppe
grove Hain, Wald
grow (grew, grown) wachsen; werden, to — angry böse werden
guard bewachen, beschützen, hüten; s. Wache, Hüter, Bewachung; to be placed on — Wache stehen müssen
guess vermuten; erraten
guest Gast
guide (ai) Führer; to — führen
gun (a) Flinte, Gewehr; —-boat Kanonenboot
gush (a) Erguß, Strom; to — hervorströmen, hervorstürzen; ausspritzen

Habit Gewohnheit
hailstone Hagelkorn
hair Haar
half halb; —-way halbwegs
hall (ō) Flur, Vorhalle
ha'lo Glorienschein [lahm
halt (hōlt) Halt, Stillstand; Adj.
hammock Hängematte
hand Hand; Seite, Richtung; Zeiger (an der Uhr); at — zur Hand; to — einhändigen, reichen; to — about herumreichen; to — down herunterlangen; to — over übergeben, überliefern
hand'kerchief Taschentuch

handle Handgriff; to — handhaben
handshake Händedruck
hang (hung) hängen, herabhängen; to — about herumhängen; sich viel zu schaffen machen; to — over sich neigen über
happen geschehen, sich ereignen, vorkommen; (mit Infin. =) zufällig geschehen, to — to do zufällig etwas tun
happiness Glück, Glückseligkeit
happy glücklich; to be — at a thing sich auf eine Sache verstehen; —-go-lucky unbekümmert, sorglos; happily glücklicherweise
harbour (hābə) Hafen
hard hart, schwer; —ly kaum
hare Hase
ha'sten (he'sn) hasten, sich beeilen
hat (æ) Hut, Kappe
hate (ei) Haß; to — hassen
haunt (ō) Aufenthaltsort, Schlupfwinkel, Versteck (Am. Gespenst); to — häufig besuchen, spuken; it —s me das verfolgt mich
have haben, bekommen, besitzen; (mit Akkus. u Part. Perf. =) lassen; I had better (to) explain it ich täte besser daran es zu erklären, ich sollte es lieber erklären
head Kopf, Haupt, Spitze
heal heilen
heap (ī) Haufen; to — aufhäufen
hear (heard) hören, anhören
heart (ā) Herz; —-throb Herzschlag; in the — of mitten in ...; with — and soul mit Leib und Seele; — ... Herz-
hearth (hārþ) Herd, Kamin
hearty herzlich, tüchtig, dauerhaft
heat Hitze, Wärme; to — erhitzen
heav'en (e) Himmel (im religiösen Sinn)
heavenward himmelwärts
heav'y (e) schwer (von Gewicht)
hedge Hecke; to — einhegen
heed Sorge; Hut; Erwägung; to — achten, achtgeben
height (hait) Höhe
Hellas Hellas (Griechenland)
help Hilfe, Beistand; to — helfen, behilflich sein; vorlegen, reichen (bei Tische); I can't — it ich kann nicht umhin; it can't be —ed es ist nicht zu ändern
helpless hilflos
hem Saum
hen Henne, Huhn
her'itage Erbe, Erbschaft
he'ro Held
hero'ic (hi-, he-) heldenmütig
hesita'tion Unschlüssigkeit; Zögern
heteroge'neous (-dži-) verschieden geartet
hide (hid, hidden) verbergen, verstecken; to play at — and seek Versteckes spielen
hid'eous häßlich, scheußlich
high hoch; —ly höchst, sehr
highway Landstraße
hill Hügel
hint Wink, Andeutung
hiss Gezisch; to — zischen
his'tory Geschichte
hitch rutschen; befestigen, anbinden (ein Pferd)
hith'er hierher; — or thither hier- und dorthin
hold (held) halten; enthalten; inne haben; besitzen; tragen;

to — up aufhalten; to — on festhalten
hole Loch
hol'iday Festtag, freier Tag; pl. Ferien
hollow Höhlung, Loch, Vertiefung; hohl
home Heimat; Haus, Wohnung; heim, nach Hause; to go — nach Hause gehen; at — zu Hause
homestead Heimstätte, Wohnung
homeward heimwärts
hon'eysuckle Geißblatt
honour (ɔ'nə) Ehre, Achtung, Ansehen; to — (be)ehren, Ehre erweisen, in Ehren halten
hood (u) Kappe, Kapuze, Hülle
hoof (ū) Hof
hop hüpfen
hope Hoffnung; to — hoffen
hopeless hoffnungslos
horizon (hɔ'rizən) Horizont
horror (hɔ'rə) Schauder, Entsetzen, Abscheu
horse Pferd
horseback: on — zu Pferde; to go on — reiten
hos'pitable gastfrei, gastlich
hos'pital Hospital, Krankenhaus
hospital'ity Gastfreundschaft
host (oⁿ) Wirt, Gastgeber
hound (au) Spürhund
hour Stunde, Zeit, Uhr; for —s stundenlang
hourly stündlich
house Haus, Hausstand
household Haushalt
how wie
however jedoch, indessen, wie auch immer
howl (au) Geheul; Brausen
hug (a) zusammenkauern; umarmen, liebkosen
hum summen
human (hjū'mən) menschlich
human'ity Menschlichkeit, Menschheit
humble (ham-) bescheiden, demütig, untertänig, einfach, gering; to — demütigen
humilia'tion Demütigung
humming-bird Kolibri
hu'morous humoristisch
hunt jagen, hetzen; eifrig suchen; to — for aufsuchen, nachspüren; —ing season Jagdsaison; s. Jagd
hunter Jäger; Jagdhund
hurried eilig, flüchtig
hurry Eile; to — eilen, sich beeilen; to — to and fro hin und her eilen
hurt (hurt) verletzen, verwunden, weh tun
hypoc'risy Heuchelei
hypoth'esis Voraussetzung, Annahme

Ice Eis; —-cream Eispudding
icy eisig
idea (aidi'ə) Idee, Begriff, Vorstellung, Gedanke
ide'alize idealisieren, ausschmücken
iden'tity Identität, Persönlichkeit
id'iom Idiom, Mundart, Spracheigentümlichkeit
i'dol Abgott, Götze
if wenn, wenn auch; as — als wenn; — not wenn auch nicht
ig'norance Unwissenheit
igno're nicht wissen, unbeachtet lassen
Il'iad Ilias
ill krank
illness Krankheit
illu'minate erleuchten

illu'sive verlockend
il'lustrate erklären, erläutern
illustra'tion Erläuterung
illus'trative erläuternd
im'age Bild
imagina'tion Einbildungskraft, Phantasie, Einbildung, Vorstellung
imag'ine sich einbilden, sich denken, sich vorstellen, meinen
im'itate nachahmen, nachmachen
imita'tion Nachahmung
immeas'urable (e) unermeßlich
imme'diate unverzüglich; —ly sogleich, sofort,
immen'se unermeßlich, ungeheuer (poetisch: Unendlichkeit)
immor'tal unsterblich
impart' (ā) Anteil gewähren; mitteilen
impar'tial (ā) unparteiisch
impas'sable (ā) undurchdringlich
impa'tience Ungeduld
impa'tient ungeduldig
impede (ī) hemmen
impel' antreiben, drängen
impen'etrable undurchdringlich
imper'ative gebieterisch
impe'rious (ī) unabwendbar
imper'tinence Beleidigung
impet'uous ungestüm
impor'tance Wichtigkeit, Ansehen, Bedeutsamkeit
impor'tant wichtig, bedeutsam
imposit'ion Auferlegung, Steuern
imposs'ible unmöglich; to render — unmöglich machen
impress auf-, eindrücken, Eindruck machen
impressible eindrucksfähig
impress'ion Eindruck, Wirkung; Entschluß
impro'vement (ū) Verbesserung
improv'ident unbedachtsam, unklug
improvi'se improvisieren, unvorbereitet zustande bringen
im'pulse Impuls, Trieb, Verlangen
inad'equate unzulänglich, mangelhaft
inatten'tive unaufmerksam
in'cident Ereignis, Vorkommnis
increa'se (-īs) wachsen, zunehmen, sich vergrößern, vermehren
indeed' in der Tat, wahrlich, wirklich
indel'icate unzart; unfein
indescri'bable unbeschreiblich
India Indien
Indian indisch
in'dicate anzeigen, hinweisen, andeuten
indifferent (to) gleichgültig (gegen)
indiges'tible unverdaulich
indig'nant entrüstet
indisposit'ion Abneigung, Unwille, Unpäßlichkeit
individ'ual einzel; s. Einzelwesen, Person
individual'ity Individualität, persönliche Eigentümlichkeit
indu'ce veranlassen, bewegen, bestimmen
indul'gent nachsichtig, schonend
in'dustry Industrie
inev'itable unvermeidlich
inexpe'rience Unerfahrenheit
inexpres'sible unaussprechlich
in'finite (-it) unendlich
inflect' beugen, biegen
in'fluence Einfluß
informa'tion Nachricht, Bericht, Auskunft; Aufschluß; Unterweisung, Unterricht
inher'it erben, beerben
initiate (iniš'je^{i}t) einweihen

initiative (iniš'jətiv) Führung; to take the —, den ersten Schritt tun
in'jury Kränkung, Beleidigung
in'land Binnenland; far — weit im Binnenlande
in'let kleine Bucht
inna'te angeboren, natürlich, natürliche Gabe
inopportu'ne ungelegen, lästig
inquire (-kuai'ə) erkundigen, nachfragen
inqui'ry Nachforschung, Erkundigung, Wißbegierde
in'sect Insekt
insep'arable unzertrennlich
insert' (ə) einschalten, einfügen
in'sight Einsicht, Einblick
insist' (upon, on) bestehen (auf)
inspira'tion Begeisterung
inspi're eingeben, einflößen, Begeisterung einflößen
inspi'rer der Begeisternde, Inspirierende
in'stance Beispiel; for — zum Beispiel
in'stant Augenblick, Zeitpunkt; Adj. gegenwärtig
instead of anstatt
instinctive unbewußt
institution Einrichtung, Institut
instruc'tion Unterricht, Lehre, Belehrung
instruc'tor Lehrer
insuffic'ient unzulänglich
insult' Beleidigung, Beschimpfung; to — beleidigen, angreifen, verhöhnen
intel'ligible undeutlich
inten'se intensiv, stark
inten'sity Heftigkeit
in'tercourse Verkehr, Umgang
in'terest Interesse, Bedeutung, Wichtigkeit
in'teresting interessant, unterhaltend
interfe're dazwischen kommen, sich einmischen, stören
interfe'rence Einmischung
intermittent stoßweise
inter'pret (ə) auslegen, deuten
interpreta'tion Deutung
inter'preter Dolmetscher
interrupt' unterbrechen
interrup'tion Unterbrechung
in'terval Zwischenraum, Entfernung; at —s in Zwischenräumen
in'terview (-vju) Zusammenkunft, Unterredung
in'timate intim, vertraut
introdu'ce einführen, einleiten, vorstellen
intru'der Eindringling
invariable (vē') unveränderlich, unfehlbar, beständig
inven'tion Erfindung
invis'ible unsichtbar
invita'tion Einladung
invi'te einladen
iron Eisen; Adj. eisern
irrecov'erable unwiederbringlich
irresis'tible unwiderstehlich
irres'olute unentschlossen
irrev'ocable unwiderruflich
irrita'tion Erregung, Erbitterung
island (ai'lənd) Insel
isolated (ais'-) abgesondert, vereinzelt
isola'tion (ais-) Abgesondertheit
i'vy (ai) Efeu

Jade (dž-) abhetzen
jar schnarren, mißtönen; zanken; —ring Schnarren, Mißton; Zank
jeal'ous (že-) eifersüchtig
jeal'ousy (s) Eifersucht

jes'samine Jasmin
jib die Klüver (am Schiff) umjoin vereinigen, verbinden, einstimmen; sich gesellen
jot (džɔt) Jota, Pünktchen, Kleinigkeit; to — schnell hinwerfen, kurz vermerken
journey (džə'ni) Reise
joy Freude
joyous freudig, erfreut
July Juli
jump (a) springen; to — at conclusions Sprünge machen bei den Schlußfolgerungen
June Juni
just soeben, gerade; nur, bloß

Keen scharf, eifrig, heftig
keep (kept) halten, behalten, bewahren, aufheben; sich aufhalten, sich befinden, wohnen; to — (mit Gerundium) fortdauernd, wiederholt etwas tun, z. B. she kept bounding at the door sie stieß anhaltend gegen die Tür
kelp Tang, Seegras
key (ī) Schlüssel
kill töten; Jagd: Halali; das Getötete, Jagdbeute
kind Art [herzlich
kind freundlich, gütig, liebevoll,
kin'dle anzünden
kindness Güte, Freundlichkeit
king König
kiss Kuß; to — küssen
kitchen Küche
knead (e) kneten
knee Knie
knife Messer
knit (knit) stricken
knob Knopf, Knauf
knock klopfen, schlagen, stoßen; to — off hinunterstoßen; abschlagen; to — down niederwerfen
know (knew, known) wissen, erkennen, kennen lernen, erfahren; to — one's own mind wissen, was man will; for all I — soviel ich weiß; known bekannt
knowl'edge (ɔ) Wissen, Kenntnis, Erkenntnis, Wissenschaft

Labour (le'ibə) Arbeit, Mühe; to — arbeiten, sich abmühen
labor'ious arbeitsam, fleißig; mühsam
lack Mangel; to — fehlen, mangeln; I — es fehlt mir an
ladder Leiter
laden beladen, belastet
lady Dame, Frau
lake See
land Land; to — landen, ans Land bringen
landing Landungsplatz
landmark Grenzmarke
landscape Landschaft
language (læŋ'guidž) Sprache; sign — Zeichensprache
languor (-gə) Mattigkeit, Erlap Schoß [schlaffung
lapse Verlauf
lash peitschen, schlagen
last (ā) letzt; vergangen; s. der, die, das Letzte, Geringste; at — zuletzt
last (ā) dauern, anhalten, bleiben
late spät
laugh (lāf) lachen; to — at lachen über; to — with lachen vor [Wäscherin
laundress (au = ɔ̄ und ā)
laundry (ɔ̄ od. ā) Wäsche, Waschen
laurel (lɔ-) Lorbeer
lay (laid) legen, stellen, setzen,

liegen, darniederliegen; to — up sammeln
lazy träge, faul
lead (led) führen, leiten
leading-rein Leitzügel
leaf Blatt
leafy blattreich
leap Sprung; to — springen
learn (lön) (learnt) lernen, erfahren
least (ī) geringst; at — wenigstens
leather (e') Leder; Adj. ledern
leave Erlaubnis; Abschied; Urlaub; to take — Abschied nehmen
leave (left) verlassen, zurücklassen, lassen, hinterlassen; to — off aufhören, ablassen
lec'ture Vorlesung, Vortrag; —-hall Hörsaal
lecturer Vortragender
left übrig; links; to the — nach links [Legende
legend (li'džənd oder led'žənd)
leis'ure (ležə) Muße-, Muße, freie Zeit
leisurely gemächlich, sorglos, mit
lem'onade Limonade [Muße
lend (lent) leihen
length Länge
less weniger; geringer, kleiner
lesson (-ən) Lektion, Unterrichtsstunde, Aufgabe; Lehre
lest damit nicht, aus Furcht daß
let (let) lassen; to — loose in Freiheit setzen
letter Brief; Buchstabe; to — mit Buchstaben bezeichnen, betiteln, zeichnen
lev'el eben, flach, gleich, gerade
liba'tion Trankopfer
lib'erate befreien
lib'erty Freiheit; Erlaubnis
li'brary Bibliothek
lick ablecken
lie (lay, lain) liegen; to — down sich niederlegen; auf dem Boden liegen
life Leben, Lebenslauf, Lebensbeschreibung; early — früheste Kindheit
lift heben; auf-, emporheben
light Licht; Belehrung, Erleuchtung; Erkenntnis; Feuer; Adj. licht, hell; leicht (von Gewicht); to be — of heart wohl sein; to — anzünden, leuchten, be-, erleuchten; to — the fire das Feuer anzünden; to — up beleuchten; to — upon erleuchten; antreffen
like gleich, ähnlich; wie; —ly ebenso, auf gleiche Weise; wahrscheinlich
like lieben, gern haben, leiden mögen, Gefallen finden an
liking Vorliebe, Neigung, Lust
lil'y Lilie
limb (lim) Glied; Ast
limita'tion Grenze, Begrenztheit; Gebrechen
line Linie, Zeile, Reihe, Leine, Schranke; — point Grenzpunkt
linger verweilen, zögern
link Glied einer Kette; to — verbinden
lion Löwe
lioness Löwin
lip Lippe
listen (lisn) lauschen, horchen, zuhören
lit'erature (-tjūə) Literatur
little klein, gering, wenig; a — eine kleine Weile; — by — nach und nach
liv'e leben, wohnen, verweilen, bleiben, sich aufhalten; to —

on (upon) sich ernähren von; to — one's self into sich hineinleben
lo! siehe!
load Ladung, Last; to — beladen, belasten
lock schließen, verschließen; to — up einschließen
lofty hoch
log'ical folgerichtig, logisch
long lang
long (for) sich sehnen (nach)
longer: no — nicht länger
longing Sehnsucht, Verlangen
look(s) Blick, Aussehen, Miene, Gesicht; to — sehen, aussehen; blicken, betrachten; to — for suchen; to — forward to erwarten; to — up aufsuchen
loose (lūs) lose; los, frei
lose (lost) verlieren; sich verirren; to — one's self zerstreut sein, träumen; to — sight of aus dem Gesicht verlieren; to be lost verloren gehen
loss Verlust
lot Los; a — eine Menge, viele
lov'able liebenswert
love Liebe; —-song Liebeslied; to — lieben; lov'ingly in Liebe (als Briefschluß)
lov'eliness (a) Lieblichkeit, Liebenswürdigkeit
lov'ely lieblich, allerliebst
low niedrig, tief, gering; leise
luck (a) Glück, Glücksfall
lucky glücklich
lum'ber-wharf Hafenanlage
luminous (ljū'-) leuchtend, strahlend
lump (a) Stück (Zucker)
lunch, luncheon zweites Frühstück
lus'trous glänzend, hell
lyce'um Lyzeum, höhere Unterrichtsanstalt
lyr'ics lyrische Gedichte

Machin'ery Maschinen, Maschinerie
mad'ness Tollheit
magnif'icent prächtig
maiden... Mädchen-
mail Post, Postsachen, Briefe; by return of — umgehend
main-sail Großsegel
majes'tic majestätisch, gebietend
make (made) machen; (mit Inf. =) veranlassen, lassen; to — a sound einen Laut von sich geben; to — known bekannt machen; to — one's appearance erscheinen; to — up one's mind sich entschließen; the making ready das Fertigmachen, die Zubereitung; to — a person understand jem. zu verstehen geben
mamma'lia Säugetier
man Mann, Mensch; men Leute; —-of-war Kriegsschiff
man'age verwalten, handhaben, fertig bringen, bewerkstelligen, versuchen
mankind Menschheit
manner Art, Weise; pl. Sitten, Benehmen
manœuvre (œu = ū') Kunstgriff, Zug (beim Schachspiel)
mantle Mantel
man'ual Hand-
map Landkarte
marble Marmor
March März
mark Zeichen, Merkmal, Spur, Stempel; to — (be)zeichnen, mit Zeichen versehen

mar'ry heiraten; verheiraten
mar'vel (ā) Wunder, Wunderbares, Verwunderung, Staunen; to — sich (ver)wundern; I — (mit folgendem Satz als Objekt =) es soll mich wundern ...
master (ā) Meister, Herr, Lehrer, Gebieter; to — (be)meistern, beherrschen; —ly meisterhaft
match Genosse (-in), Mitkämpfer, der dem andern an Stärke gleich ist; Übereinkunft, Wette, Wettkampf; boxing-— Faustwettkampf
mate'rial Stoff, Material
mathemat'ics Mathematik
matter Stoff; Sache, Ding, Ursache; what is the —? was gibt's? to help —s eine Sache ändern, bessern
May Mai
may (might) mögen, dürfen, können (im Sinne von erlauben); you — do it du kannst (darfst) es tun
meadow' Wiese
mean (meant) meinen, beabsichtigen, bedeuten, bezeichnen
meaning Meinung, Bedeutung
means (pl.) Mittel, Geldmittel, Einkommen, Vermögen; by — of durch, mittels; by what — auf welche Weise; by no — keineswegs, durchaus nicht
meanwhile inzwischen, unterdessen
measure (mež'ə) Maß; in a — gewissermaßen; to — messen
meat (ī) Fleisch, Speise, Nahrung
mechan'ical mechanisch
med'icine Medizin, Arznei
me'dium Medium, Mittel
meet (met) begegnen, treffen, zusammenkommen, sich versammeln
meeting Zusammenkunft, Versammlung, Begegnung
mel'ancholy trübe, melancholisch, schwermütig
mellow mild
mel'ody Melodie, Klang
member Glied, Mitglied
mem'ory Gedächtnis, Andenken, Erinnerung
men'ace bedrohen
men'tal geistig, innerlich
mention (men'šən) Erwähnung; to — erwähnen, anführen
mere bloß; —ly nichts weiter als
merry lustig
mes'sage Botschaft
mes'senger Bote
me'ter Versmaß, Silbenmaß
meth'od Methode, Lehrweise
mid: — year halbjährlich
midst: in the — of inmitten
might Macht; with — and main mit voller Gewalt (Kraft)
mighty mächtig
mile Meile (engl. = 1610 m)
milk Milch
milker Melker, Melkende
mind Sinn, Gemüt, Herz, Seele, Geist; Neigung, Stimmung; Ansicht; to — sich bekümmern um, Sorge tragen für; beabsichtigen; never — schadet nichts
mingle (miŋ'gl) mischen, vermischen; to — with sich mischen in
min'ister Geistlicher, Diener; to — dienen, beitragen, behilflich [sein
mir'acle Wunder
mir'ror Spiegel

mis'chief Unheil, Unfug, närrische Einfälle
mis'erable elend, unglücklich
misery Elend
misgiv'e mit Zweifel erfüllen, Böses ahnen, befürchten
misgiving Befürchtung, böse Ahnung
mispronou'nced schlecht ausgesprochen
miss (ver)missen; (ver)fehlen
mist Nebel, Schleier, Dunkelheit
mista'ke Irrtum, Fehler; to — irriger Weise halten für, verkennen; to be —n sich irren
misty neblig, verschwommen, undeutlich
mitten Halbhandschuh
mock spotten
mod'el Modell, Muster, Vorbild
money Münze, Geld
monkey Affe
monkeylike affenartig
monot'onous eintönig
mon'strous ungeheuer
month Monat
montre (franz.) Taschenuhr
mon'ument Denkmal, Monument
mood Laune, Stimmung
moon Mond
moonlight Mondschein
more mehr; weiter, ferner; once — noch einmal
moreover überdies, noch dazu
morning Morgen, Anfang des Tages; — and evening = Am. für in the — and in the evening morgens und abends
morrow morgende Tag; to-— morgen
mosque (mosk) Moschee
moss Moos
mossy bemoost
most meist, größt, höchst, sehr; vor dem Adj. = äußerst
motion (mo'ušon) Bewegung; to — sich rühren, ein Zeichen geben
motionless bewegungslos
mound (au) Wall, Damm
mount (au) aufsteigen, besteigen; s. Berg
mountain Berg; —s Gebirge
mouth (au) Mund, Maul
move bewegen, sich rühren, fortschaffen, aufbrechen; to — to aufbrechen nach, eine andere Wohnung beziehen
movement Bewegung
much viel, sehr
mud Schlamm, Schmutz
mug Krug, Becher
mul'titude Menge
multitu'dinous tumultartig
mummy Mumie
muscle (masl) Muskel
mu'sical Musik-; musikalisch, wohlklingend
mu'table beweglich, veränderlich
myste'rious rätselhaft, dunkel, geheimnisvoll
mys'tery Geheimnis
mystic(al) geheimnisvoll, sinnbildlich, mystisch

Nag nagen; ärgern, quälen
nail Nagel
name Name; to — nennen
nameless namenlos
na'mesake Namensvetter
Nan'cy Nannette, Annchen
narrow eng, schmal, beschränkt
narrowness das Eingeschränktsein
na'tive erschaffen, geboren; einheimisch, gebürtig; Vater-, Mutter-, Geburts-, Heimats-; s. Eingeborener, Inländer
natural natürlich

na'ture Natur
natured: sweet-— liebevoll
naugh'tiness Ungezogenheit
naughty schlecht, unartig, ungezogen
nav'igator Seefahrer
near nahe; —ly annähernd
nec'essary nötig, notwendig
Neddy Bezeichnung für den Esel
need Not, Sorge; to — brauchen, nötig haben
needle Nadel, Nähnadel
needless unnötig
ne'gro Neger
neigh (e[i]) wiehern
neighbour (-bə) Nachbar
neither keiner von beiden; — ... nor weder ... noch
nerve Nerv
nervous nervös
nest Nest
never nie, nimmer; durchaus nicht; — mind tut nichts
nevertheless nichtsdestoweniger
news (pl.) Neuigkeit, Nachricht
newspaper Zeitung
next neben, nächst
nibble benagen
nice hübsch, niedlich
night Nacht, Abend; at — nachts
nightmare Alpdrücken
nix Nixe
nod nicken; s. Nicken
noise (s) Lärm, Geräusch, Getöse; —-throated quiekend
noisy lärmend
nook (u) Winkel, Ecke
noon Mittag
nor auch nicht; neither ... — weder ... noch
normal normal, vorschriftsmäßig
north Norden; —-east Nordost
North Norden der Union (im Gegensatz zum Süden); — Pole Nordpol; — West Arm Nordwestarm des Flusses
northern nördlich
Norway Norwegen
nose Nase
note Merkmal, Note, Aufzeichnung
nothing nichts; s. Nichts
no'tice Notiz; Kenntnis, Kunde, Nachricht; to — bemerken, beachten, notieren, achtgeben
noun Name; Hauptwort
nov'elty Neuigkeit
now nun, jetzt, gegenwärtig, bald, darauf, dann
Now das Letzte, Gegenwart
number Zahl
numberless zahllos
nurse Kinderfrau, Amme, Pflegerin

Oar Ruder; —-lock Ruderdolle
obe'dient gehorsam
obey gehorchen, folgen
ob'ject Gegenstand; Zweck, Ziel
object' einwenden, Einwendung machen
objec'tion Einwand; to have no — nichts dagegen haben
obli'ge nötigen, veranlassen, verpflichten, verbindlich machen; to be —d to (mit Inf. =) müssen
observation (z) Beobachtung
obser've (z) beobachten, wahrnehmen, bemerken, eine Bemerkung machen
ob'stacle Hindernis, Hemmnis
obstruct' versperren, verstopfen, hindern, hemmen
obtain' erhalten, erlangen

ob'vious klar, deutlich, einleuchtend
occasion (s = ž) Gelegenheit
occasional gelegentlich
oc'cupy in Beſitz nehmen, innehaben, in Anſpruch nehmen
occur' (ə) vorfallen, in die Augen fallen, ſich ereignen, vorkommen
ocean (o'ᵘšən) Ozean, Meer
oc'ulist Augenarzt
odd ungleich; eigentümlich; —s and ends verſchiedenartige Brocken
o'dious gehäſſig, verhaßt
odour (o'ᵘdə) Duft, Geruch
off ab, davon, fort, weg, entfernt; in Entfernung von; — we went fort ging es; to be — fortkommen, hinausgehen
offer Anerbieten; to — anbieten, ſich erbieten, bereit erklären; verſuchen, ſich unterſtehen
oil (ɔⁱ) Öl
old-fashioned (-faš'ənd) altertümlich
on (Adverb.) weiter, fort
once einmal, einſt; at — auf einmal, ſogleich, ſofort; — more noch einmal
one eins; —-sided einſeitig
only nur, allein; einzig; — that nur weil
onset Anfall, Angriff, Sturm
onward empor
open offen; to — öffnen, aufmachen
oppo'nent Gegner
opportu'ne gelegen, paſſend
opportu'nity Gelegenheit; Erfolg
opposite (ɔ'pəzit) gegenüber
opposit'ion Gegenſatz; Einrede, Widerſpruch
or oder (auch)
oral mündlich
or'ange Orange, Apfelſine
orchard (tš) Obſtgarten
orde'al Prüfung, Probe
order Ordnung; Befehl; to — anordnen, befehlen, anweiſen; in — (mit Inf. mit to =) zu, um zu
or'dinary gewöhnlich
or'gan Organ
orig'inal urſprünglich, Ur-; s. Urſchrift
other andere(r), anders; each — einander
otherwise ſonſtwie, auf andere Weiſe
ought (ɔt) (mit Inf. und to =) ſollte, müßte
out (au) aus, außen; — of doors draußen; — of the way abgelegen
out'burst Ausbruch
outer äußere(r)
outrun' vorauseilen
out'side Außenſeite; Adv. nach außen, außerhalb, draußen
out'stret'ched ausgeſtreckt
outwit' überliſten
over über; oberhalb, vorüber, vorbei
overcome kommen über; überwinden, überſteigen
overflow überfließen
overhang überragen
overjoy'ed überglücklich
overtake überkommen, einholen, ereilen
overtax überſchätzen; überbürden
overturn umwerfen, umſtoßen
overwhelm überwältigen
owe (oᵘ) verdanken, ſchulden
own eigen; to — zu eigen

haben, besitzen; for my — sake um meinetwillen
owner Eigentümer

Pace Schritt
pa'gan Heide; Adj. heidnisch
page Seite (eines Buches)
pain Schmerz, Angst, Qual; pl. Arbeit, Mühe, Beschwerde; to take — s sich Mühe geben
painful schmerzlich, mühsam, lästig
paint malen, bemalen; schildern
pair Paar
pale blaß, bleich
palisades (pælise'id) Pfahlwerk; —s steile Basaltklippen am westl. Ufer des Hudson
pang Pein, Angst, Schmerz
pan'ic Panik, plötzlicher Schrecken
panora'ma (ā) Panorama, Rundgemälde
pant (a) keuchen
pantry Vorratskammer, Speiseschrank
paper Papier
par'adise Paradies
parent Verwandter; pl. Eltern
parlour (Am. parlor) Wohn-, Empfangs-, Besuchszimmer
part Teil, Anteil; Seite; on the — of von seiten; to — teilen, trennen; to — with Abschied nehmen, sich trennen von
partic'ular besonder, einzeln, ausführlich; merkwürdig; in — im besondern; —ly besonders; höchst
partly teilweise
party Partei, Gesellschaft
pass (vorüber)gehen, (vorbei-) kommen; (über-, durch-, vorbei)ziehen, -fahren, -reiten; to — an examination ein Examen bestehen; to — away vorübergehen; to — on weiter-, vorbeigehen; to — over kommen über; to — through hindurchgehen
passage Überfahrt, Durchgang; Stelle (in einem Buch)
passion (pæ'šən) Leidenschaft
pas'sionate leidenschaftlich
past Vergangenheit; Adv. vorbei
pastime (ā') Zeitvertreib
pasture Weide
pat (æ) Schlag, Klaps
path (ā) Pfad
patience (pe'išəns) Geduld
pauper (ɔ) Arme
pa'vement Straßenpflaster, Bürgersteig
pay Bezahlung; to — (paid) bezahlen, abtragen (eine Schuld); to — attention Aufmerksamkeit zollen, aufmerksam sein; to — a visit einen Besuch machen
peace (ī) Friede
peaceful friedlich
peach (ī) Pfirsich
pebble Kieselstein
pecu'liar eigentümlich, besonders
peer Gefährte, Genosse
pell-mell das Durcheinander
pen'cil Bleistift
pen'etrate vor-, durch-, eindringen
people (ī) Volk, Nation, Bevölkerung, Leute
percep'tion Wahrnehmung
perfect vollkommen, vollständig
perfume (pɔ'fjūm') Duft
perhaps vielleicht
pe'riod Periode, Zeitabschnitt
permis'sion Erlaubnis
permit erlauben, gestatten; to be —ted dürfen
perpet'ual beständig

perplex'ed verwirrt, bestürzt
perplexity Verwirrung, Schwierigkeit
persecu'tion Verfolgung
perseve'rance Beharrlichkeit, Ausdauer
perseve're beharren, aushalten
persist' (in) beharren (bei), bestehen (auf)
person Person
personal persönlich
persuade (pərsue'd) überzeugen, -reden, bereden
persua'sion (-žən) Überzeugung
pet Lieblings-, Liebling; Adj. verhätschelt, verzogen
pet'al Blumenblatt
phon'ograph Phonograph (Instrument, welches Gesprochenes oder Gesungenes wiedergibt)
phrase Satz; to — Sätze bilden
phys'ical physikalisch, körperlich
phys'ics Physik, Lehre von den Körpern
pian'o (ā) Pianino, Klavier
pick picken, auflesen; to — up sammeln, sich aneignen; to — over aussuchen; to — off ablesen, absuchen
pic'nic gemeinsames Mahl im Freien, Picknick
picture (-tšə) Schilderung; Gemälde
picturesque (pikt'šəresk) malerisch
pie (ai) Pastete, Kuchen
piece (ī) Stück
pier (ī) Landungsbrücke
pierce (pīəs) durchbohren, durch-, eindringen
pig Schwein; roast- — Schweinebraten
pillar Säule
pil'low Kissen
pin Stecknadel; Stift; to — an-, feststecken
pin'afore Schürze
pinch Kniff; Notfall
pine (ai) Fichte
pipe (ai) Pfeife; to — pfeifen, flöten
pitfall Fallgrube
pit'iful mitleidig
pit'iless unbarmherzig
place Platz, Stelle; Raum; to — stellen, legen, setzen
plain Ebene; Adj. eben; deutlich, einfach, klar
plan Plan; to — planen, Pläne machen
plant (ā) Pflanze; to — pflanzen
planta'tion Ansiedlung, Plantage
plaster (ā) Gips
platform Bahnsteig
play spielen, sich belustigen; to — at learning geography Geographielernen spielen
playmate Spielgefährte
plead (ī) eine Sache vor Gericht führen, sich verteidigen; bitten; —ing das Bitten
pleasant (e') angenehm, lustig
please (ī) gefallen, belieben, Gefallen finden an; —d with erfreut über
pleasure (ple'žə) Vergnügen, Freude, Annehmlichkeit
plenty Fülle; — of sehr viel
plod sich abplacken (büffeln), mühsam aber unverdrossen arbeiten; —ding Plackerei, anstrengende Arbeit
plot Verschwörung; to — eine Verschwörung bilden
pluck zupfen, ziehen, abpflücken
plum'met Senkblei
plunge Sturz; to — versenken,

(ein)tauchen, hinabstürzen; to — through stürzen durch
po'em Gedicht
po'et Dichter
poetry Dichtung, Poesie
poignancy (pɔi'nənsi) das Prickelnde; Schärfe, Bitterkeit
point (ɔi) Punkt; — of view Gesichtspunkt; to the highest — aufs höchste; to — hinweisen, zeigen; to — out klar machen, hervorheben, aufmerksam machen auf; —ed spitz, zugespitzt
poise Gewicht; to — im Gleichgewicht sein
poke pochen, stechen; tasten, tappen
pole Pfahl, Stange
pole Pol, Erdpol
polish polieren
pomp Pomp, Pracht
pond Teich; —-lily Wasserrose
pon'derous schwer, gewichtig
po'ny Pony, kleines Pferd
pool Pfuhl, kleiner Teich
porch Vorhalle, (Am.) Veranda
por'tal Portal, Tor; —l of learning Eingang zur Wissenschaft
portend' vorbedeuten, ankündigen
portray' darstellen, abbilden
posit'ion Stellung, Lage
pos'itiveness Bestimmtheit
possess (pɔzes') besitzen
possession (pəsešən) Besitz
possibil'ity Möglichkeit
possible möglich; Adv. possibly möglicherweise
posture (pɔs'tšə) Stand, Stellung, Lage
po'tency Macht, Kraft, Stärke
po'tent mächtig
poten'tial gehaltvoll, erquickend
pound (au) zerstampfen, zerstoßen; pochen
pour (pɔə) ausgießen, strömen
powder (au) Staub; Pulver, Puder
power (au) Kraft, Macht, Vermögen; Wirkung
prac'tical tatsächlich, wirklich
prac'tice Übung, Ausübung, Praxis
prac'tise (aus)üben, betätigen
prank Streich, Possen
prece'de voran-, vorhergehen
prec'ious kostbar, wertvoll, teuer
prec'ipice Abgrund
prefer (prifə'ə) vorziehen, den Vorzug geben
prej'udice Vorurteil
prepara'tion Vorbereitung
prepare vor-, zubereiten, fertig machen, sich anschicken
prescrib'e vorschreiben
pres'ence Gegenwart (im Gegensatz zu absence = Abwesenheit), Anwesenheit
pres'ent Gegenwart (im Gegensatz zu past = Vergangenheit); Adj. gegenwärtig, anwesend
pres'ent Geschenk
present' vorstellen, darbieten, schenken, beschenken, reichen, bringen
press drücken, zusammenpressen
pressure (pre'sə) Druck
presumption (prizam'[p]šən) Anmaßung
pretend' vorgeben, behaupten
pretty niedlich, hübsch, schön
prevent' verhindern, abhalten
pre'vious vorhergehend, früher
prey rauben; nachstellen; to — upon auflauern
pride Stolz

prime'val urſprünglich, Ur-; — forest Urwald
prin'cipal Haupt-; Vorſteher; Adj. hauptſächlich
print Druck, Abdruck; line-— Liniendruck; to — drucken
pris'on Gefängnis; —-house Kerker
privilege (priv'ilidž) Vorrecht
prob'able wahrſcheinlich
prob'lem Problem, Aufgabe, ſchwierige Frage
process' Verfahren, Vorgang, Verlauf, Fortgang; — of the proof Beweisverfahren
process'ion Prozeſſion, Zug
produ'ce hervorbringen, vorzeigen; verurſachen
prog'ress Fortſchritt; to — Fortſchritte machen, weiter kommen
prom'ise Verſprechen, Zuſicherung; to — verſprechen, Verſprechungen machen, Hoffnungen erwecken
promo'te befördern
pronuncia'tion Ausſprache
proof Beweis; Probe, Verſuch
proper eigentlich, wirklich
proph'ecy Prophezeiung
propose vorſchlagen, beantragen; beabſichtigen
proposition Vorſchlag, Antrag
pros'ody Proſodie, Lehre von dem Versmaß, Metrik
prospec'tive vorausſichtlich, in Ausſicht ſtehend
protect beſchützen (from vor)
protection Schutz
provi'de im voraus anſchaffen; (with) verſehen (mit); verſorgen, ausrüſten
provoca'tion Herausforderung; Ärgernis
pull Reißen, Zerren, Zug; to — ziehen, reißen, zerren; to — into hineinziehen, einführen; to — off ausziehen; abreißen; to — up aufziehen
pulsa'tion Schlag, Pulſieren, Schwingung; Klopfen
punch (a) durchlöchern, durchbohren; s. Locheiſen, Zange
punish (a) beſtrafen, züchtigen
pu'pil Schüler
pur'chase Kauf; to — kaufen
pure (pjūə) rein, wahr, echt
purpose (pə'pəs) Abſicht, Zweck; Vorſicht; on — abſichtlich
purr (pəə) ſchnurren
pursue (pəsjū') ver-, nachfolgen, nachſtreben
pursuit (pəsjūt') Verfolgung
push (u) Stoß; to — ſtoßen, ſchieben, treiben; to — back zurückſtoßen
put (put) ſtellen, legen, ſetzen; to — aside beiſeite legen, ſtellen, ſetzen; to — away fortlegen, forträumen; to — down niederlegen, niederſchreiben; to — out auslöſchen
puzzle (pazl) verwirren, in Verlegenheit bringen, Kopfzerbrechen machen, irre machen
pyr'amid Pyramide

Quadruped (kuɔ'-) vierfüßiges Tier
quality (kuɔl'-) Qualität, Beſchaffenheit, Eigenſchaft
quan'tity (ɔ) Menge, Maſſe, Quantität
quar'rel (ɔ) Streit, Uneinigkeit; to — ſtreiten, zanken
queen (kuīn) Königin
question (kues'tšən) Frage; to — (be)fragen; —ing fragend

quick schnell
quiet (kuai'ət) ruhig, still
quite (ai) ganz, gänzlich, völlig
quiver zittern, beben (with vor)

Rabbit Kaninchen
race Lauf, Adj. Wett-; to keep in the — auf dem laufenden bleiben; to — rennen, laufen, fahren
ra'cer Wettläufer, -fahrer, -segler usw.
racial (re'išəl) eingewurzelt
rack recken, sich dehnen
rafter (ā) Dachsparren
rag Lumpen, Lappen; —-bag Lumpensack
rail Schiene
railroad Eisenbahn
rain Regen; to — regnen
raise erheben; aufziehen, ziehen (von Pflanzen), kultivieren; —d letters erhabene Buchstaben
rai'sin Rosine
ramble Streifzug; to — umherstreifen
rapid schnell
rare selten
rather (ā) eher, lieber, vielmehr, eigentlich; besser; I had — ich wollte lieber
rattle rasseln, klappern, klirren
ray Strahl; — of hope Hoffnungsstrahl
reach Bereich; within — in dem Bereich; to — erreichen, erlangen; ausstrecken
read (read) lesen
reading Lesen
ready bereit, fertig; sogleich, sofortig; to be — for a thing für (zu) eine(r) Sache bereit sein; to get (make) — vorbereiten, bereit machen, sich anziehen, fertig machen
real wirklich; —ly in der Tat
real'ity Wirklichkeit, Wahrheit
re'alize (-aiz) verwirklichen, ausführen; vorstellen
reason (rī-) Vernunft; Grund, Ursache; Vernunftschluß; to — vernünftig denken, urteilen, schließen
rebell'ious aufrührerisch; widerspenstig
recall' (ɔ) zurückrufen, sich erinnern
recei've erhalten, empfangen, bekommen
reci'te rezitieren, auf-, hersagen
recognize (rekɔgnaiz' u. rek'— (an)erkennen, wiedererkennen
recollec'tion Erinnerung
record (ɔ') Erinnerung
recov'er wieder erlangen, sich erholen
recrea'tion Erholung
red rot; — letter days Festtage
redu'ce verringern, vermindern, beschränken
re-ech'o widerhallen, zurückgeben
reedy schnarrend
refer (rifɔ'ə) (to) sich beziehen auf, zurückkommen auf, zeigen, hinweisen auf
reflect' widerspiegeln; überlegen, nachdenken (on, upon über)
refu'se verweigern, sich weigern, zurückweisen
regain wiedergewinnen, erreichen
regard (ā) Blick; Rücksicht, Achtung; with — of in Hinsicht auf; to — ansehen, betrachten, beachten, Rücksicht nehmen auf; to send (kind) —s to a person sich jem. empfehlen

lassen, bestens grüßen lassen (Briefschluß)
regat'ta Regatta, Bootwettfahrt
re'gion Region, Gegend
regret Bedauern, Reue, Schmerz; to — bedauern, vermissen
reg'ular regelmäßig
rejoi'ce sich freuen, erfreut sein (at über); rejoicing Freude, sich freuend, Freuden-
relation Verwandter, Bekannter; with — to mit Beziehung auf
rel'ative Verwandter; Adj. verwandt, bezüglich
rel'ics Überbleibsel; Altertümer
reluc'tant widerstrebend
rely on sich verlassen auf
remain (übrig) bleiben, zurückbleiben
remains Reste, Überreste
remember sich erinnern an
remembrance Erinnerung, Gedächtnis, Andenken
remind jem. erinnern, mahnen
remote (o, ū) entfernt
remove (ū') wegrücken, fortschaffen, entfernen
renew' erneuern
repeat wiederholen
repen'tance Reue
repetit'ion Wiederholung
reply Erwiderung, Antwort; to — versetzen, erwidern
report' Bericht
reporter Berichterstatter
repo'se ausruhen; s. Ruhe
represent' vorstellen, darstellen
represen'tative Vertreter
reproach'ful vorwurfsvoll
request' Bitte, Forderung; to — bitten, ersuchen
require (ai') verlangen, fordern, begehren, haben müssen
reread (rirīd') wieder lesen, noch einmal lesen
res'cue (-kjū) Befreiung, Hilfe; to come to the — zu Hilfe kommen
resemble gleichen, ähnlich sein
res'inous harzig
resis'tance Widerstand
resolve beschließen, zum Entschluß kommen; auflösen
resort (rizō'ət) sich versammeln, sich begeben, seine Zuflucht nehmen zu
respect Ehrfurcht, Achtung; Rücksicht, Hinsicht; Empfehlung
response Entgegnung
respon'sive empfänglich
rest Ruhe, Rast; at — zur Ruhe, beruhigt; to — rasten, sich ausruhen, ruhen lassen
rest Rest; das übrige, die übrigen
restfulness Ruhe
restless ruhelos
restore wiederherstellen
restraint Zwang, Zurückhaltung
result' (a) Resultat, Ausgang, Ergebnis; Erfolg; to — entspringen, sich ergeben, herrühren; hinauslaufen auf
retain zurückhalten, behalten
retribu'tion Wiederbezahlung, Vergeltung
return Rückkehr, Wiederkehr; to — zurückkehren; zurück-, wiedergeben, vergelten, erwidern
reveal (rivīl') enthüllen, offenbaren
rev'erence Verehrung, Ehrfurcht
rev'erend ehrwürdig
review nochmals, wieder durchlesen, -sehen; prüfen
revi've neu beleben, wieder auffrischen, wieder aufleben
rich (in) reich (an)

riches Reichtümer, Reichtum; to hoard — Reichtümer aufhäufen
richness Reichtum, Reichhaltigkeit
ride Ritt; to — (rode, ridden) reiten, fahren, segeln; to — a horse auf einem Pferde reiten
ridge Erhöhung; Rücken; Reihe, Zug
ridiculous (-i'kjuləs) lächerlich
right Recht; rechte Seite; Adj. recht, richtig, gerade; to be (in the) — recht haben
ring (rang, rung) läuten, klingen; s. Klang
riot (ri'ot) lärmen, toben; dahinriotous ausgelassen [jagen
ripe reif
ripple kleiner Wellenschlag, Gerieſel; to — rieſeln, langsam fließen
rise (rose, risen) aufstehen, sich erheben; aufgehen, steigen (von der Sonne)
risk Gefahr, Wagnis; to — wagen, aufs Spiel setzen
river Fluß; —-bed Flußbett
road Straße, Landstraße, Weg, Pfad
roar brüllen, brausen; s. Brüllen
roast rösten, braten
rob rauben, berauben
robe Gewand
rob'in Rotkehlchen
rock Felsen, Gestein, Klippe; to — schaukeln, wiegen
roman'ce Romantik
roman'tic romantisch
romp umhertoben
root Wurzel; by the — von Grund auf; to take — Wurzel fassen
rope Seil, Tau
rose-bower Rosenlaube
rough (raf) rauh, roh, stürmisch
round Runde, Rundgang; Adj. rund; —ly rundherum, ringsum, im Bogen; —-about way Umweg
row (o^u) Reihe
row rudern; schwimmen
roy'al königlich
rub (a) reiben
rudder Ruder, Steuer (am Boot)
rude (ū) rauh, roh, ungesittet
rule Regel
rumble Gerumpel, Geraſſel; to — rollen, poltern
run (ran, run) rennen, laufen, eilen, fahren; sich ausdehnen; einlaufen; the report —s das Gerücht geht um; to — about umherlaufen; to — away fortlaufen; to — back zurücklaufen, umkehren; to — down hinunterlaufen; to — toward zulaufen auf
rush (a) Sturz; to — stürzen; sausen, dahinstürmen
rush (a) Binse
rustle (ra'sl) raſcheln, rauſchen
rustling Rauſchen, Raſcheln

Sa'cred heilig
sac'rifice (-ais) Opfer; to — opfern
sad traurig, betrübt
sadden traurig machen, in Trauer versetzen
sadness Traurigkeit
safe sicher
sail Segel; to — (dahin)segeln
sake Ursache; nur noch gebraucht in den Redensarten: for the — of oder for ...'s — um ... willen, wegen; for my — um meinetwillen

salt Salz; — air scharfe Luft, Seeluft
salu'te grüßen, salutieren
same: the — der-, die-, dasselbe
sand Sand
satisfac'tion Genugtuung, Befriedigung
satisfac'tory zufriedenstellend
sat'isfy befriedigen, genügen
saunter (ɔ̄) bummeln, trödeln, gemächlich gehen
sav'age wild, wüst; (Am.) höchst wild, unbändig (Sportausdruck)
save retten, bewahren, schonen
sa'voury würzig
say (said) sagen; I am said man sagt mir; it is said man sagt; it is said to be es soll sein
scar'cely kaum
scatt'er zerstreuen
scene (ī) Szene, Schauplatz
sce'nery Szenerie, Anblick
scent Duft, Geruch
school Schule
science (sai'ons) Wissenschaft
scissors (pl.) Schere
scramble klettern, auf allen vieren kriechen
scream schreien, rufen
screen Schirm, Luft-, Wind-, Feuer-, Ofenschirm
scrim'mage Handgemenge, Schwierigkeiten
scru'tinage Untersuchung; Forschen
sculpture (skalp'tšə) Bildhauerkunst, Plastik
sea (sī) See, Meer; —-shore Meerküste; —-wise seekundig; at — auf der See, zur See; —-weed Seetang
seaman Seemann, Matrose
search (ə) Suchen, Durchsuchen, Nachforschung; in — of auf der Suche nach; to — suchen, forschen, nachforschen
season Jahreszeit
seat Sitz; to — sich setzen; to be —ed sitzen
sec'ond zweit, ander; —-sight zweites Gesicht, Sehergabe
se'cret Geheimnis; Adj. geheim; —ly heimlich, verborgen
secu're sicher; to — bewahren, sichern, schützen
see (saw, seen) sehen; to — a person home jem. nach Hause begleiten
seed Saat, Samenkorn
seek (sought) suchen, ausfindig machen, durchsuchen
seem scheinen, den Anschein haben; glauben, meinen
seize ergreifen, erfassen
seldom selten
self selbst; —-asserting anspruchsvoll; —-forgetfulness Selbstvergessenheit; —-reliant auf sich selbst vertrauend; —-sufficient sich selbst genügend; —-willed eigensinnig
send (sent) senden, schicken; to — for holen lassen; to — forth ausschicken
sensa'tion Gefühl, Empfindung; Eindruck
sense Sinn, Sinnesempfindung, Verstand; Gefühl; Besinnung
sens'itive empfindlich
sen'tence Satz; Urteilsspruch
sentiment Gefühl, Empfindung
sep'arate (-e^{i}t) trennen, scheiden; Adj. (-ət) getrennt
se'quence (ī) Folge
se'quent folgend; folgerichtig

se'ries Reihe, Reihenfolge
se'rious ernsthaft, ernst
servant Diener, Dienstbote, Magd
set (set) setzen; untergehen (von der Sonne); to — about sich daran machen; to — fire to anzünden, darauf anlegen; to — free befreien, frei machen; to — in beginnen, eintreten; to — off fortgehen; to — off on a journey eine Reise antreten; to — at liberty in Freiheit setzen; to — up auf-, errichten; to — to work sich ans Werk machen; to — the table den Tisch decken
setter Spürhund
settle sich festsetzen, sich niederlassen, sich ansiedeln; ordnen, abschließen
several mehrere
sew (so^{u}) nähen, annähen
shade Schatten (im Gegensatz zu Licht); Schutz
shad'ow Schatten; Dunkelheit
shake (shook, shaken) schütteln; erschüttern, zittern; to — hands with a person jem. die Hand geben
shallow seicht
shape Gestalt, Form; to — gestalten
shapeless unförmlich, mißgestaltet
share Teil, Anteil; to — teilen, teilhaben an
sharp scharf
shed Scheune
shed (shed) vergießen
sheet Blatt (Papier); Bettuch
shelf Brett
shell Schale; Muschel
shelter Zuflucht(sort), Obdach; Schutz
shift wechseln, umschlagen; schaukeln, schieben
shimmer Schimmer, Glanz; to — schimmern, glänzen
shine (shone) scheinen
ship Schiff
shiver zittern, schauern
shock Stoß, Schlag
shoe Schuh; —-string Schuhband
shoot (shot) schießen
shore Küste, Ufer; on — am Lande
short kurz; —-cut Richtweg; —ly bald
shorten abkürzen, verkürzen
shoulder (o^{u}) Schulter
shout (au) Ruf, Geschrei, Freudengeschrei; to — schreien, rufen
shov'e (a) Schub, Stoß
shov'el schaufeln; s. Schaufel
show (o^{u}) (showed, shown) zeigen, an den Tag legen, beweisen; s. Schau, Schauspiel
shower (au) Schauer; Masse
shrine Schrein; Altar
shrink (shrank, shrunk) zusammenschrumpfen, abnehmen, schwinden; to — from zurückschrecken
shut (shut) schließen, zumachen; Adj. verschlossen; to — in einschließen; to — out ausschließen; to — up zuschließen, verschließen
shy schüchtern
shyness Schüchternheit
sick krank
side Seite; Ufer
sight Gesicht, Anblick, Sehenswürdigkeit; in — in Sicht; to give — Licht geben; to lose — of aus dem Gesicht verlieren

sightless blind
sign Zeichen; to — unterzeichnen, unterschreiben
signif'icance Bedeutung
si'lence Stillschweigen, Stille, Ruhe
silent still, ruhig, schweigend
silky seidenartig (Am. gebraucht von Pflanzen)
simi'lar ähnlich
simple einfach
since seit, seitdem; da ja, weil; many years — vor vielen Jahren
since're aufrichtig
sin'ew Sehne; Stärke, Kraft
sing (sang, sung) singen
singer Sänger
single einzeln, einzig, allein; —-handed einhändig
sin'gular eigentümlich, sonderbar; s. Einzahl
sin'ister düster, unheilvoll
sink (sank, sunk) sinken, versenken
sister Schwester
sit (sat (sate), sitten) sitzen (by = neben); to — down sich setzen; to — up aufrecht sitzen; wach sein
sitting-room Wohnzimmer
situated gelegen
size Größe, Stärke, Umfang
sketch Skizze, Umriß; Gestalt; to — skizzieren
skill Geschicklichkeit
skim abschöpfen; dahinschießen
skip springen, hüpfen; auslassen
skipper Lenker, Steuermann
skirt (ɔ) Rock (eines Frauenkleides), Schoß (eines Männerrockes)
sky Himmel
slam heftig zuschlagen (Tür), zuwerfen
slave Sklave
sleep Schlaf; to go to — einschlafen; to — (slept) schlafen
slender schlank, dünn
slice Scheibe, Schnitte
slide gleiten
slight gering, unbedeutend; —ly leichthin
slip schlüpfen, rutschen
slip Streifen, Stückchen
slope Abhang
slow langsam, schwerfällig
small (ɔ) klein, gering, wenig
smash (æ) zerschmettern, zerschmeißen
smell Geruch; to — (smelled, smelt) riechen
smile (ai) Lächeln; to — lächeln
smite (smote, smitten) treffen; schlagen, züchtigen
smoke Dampf, Rauch; to — rauchen
smooth glatt
snap Schnappen; to — (er-)schnappen, erfassen, erhaschen; knipsen, abbrechen
snatch entreißen
sniff schnüffeln, schnaufen
snort Schnarchen, Schnauben
snow Schnee; —-storm Schneesturm
so'cial gesellschaftlich
soft sanft, weich, leise
soldier Soldat
solemn (sɔ'ləm) feierlich, ernst
solid fest, stark, massiv
sol'itude Einsamkeit
solve lösen (Aufgabe, Schwierigkeit), erklären
somber düster, trübe, dunkel
somehow irgendwie
something etwas
sometimes bisweilen
somewhat etwas
somewhere irgendwohin

song Gesang
soon bald; —er eher; no —er kaum; as — as sobald als
sooth (sūþ) wahr, treu, zuverlässig
soothe (sūð) als wahr erweisen; nachgeben; beruhigen
sore schmerzhaft, wund, weh, schlimm
sorrow Sorge, Kummer
sorry böse, ärgerlich; I am — es tut mir leid
sough (sau und saf) pfeifen, heulen
soul (o^{u}) Seele, Herz, Geist, Sinn; —-sense Seelenkraft
sound Laut, Ton; to — klingen
sound sondieren, ergründen; —-ing line Lotleine
soundless unergründlich
source (sōs) Quelle, Ursprung
south (au) Süden
southern (a') südlich
spaciousness (spe^{i}šəsnəs) Geräumigkeit, Weite, weiter Raum
span spannen, überspannen
sparkle funkeln, glänzen
speak (spoke, spoken) sprechen, reden, aussprechen
speaker Redner, Sprechende
special (speš'əl) besondere
spec'tacles Brille
speech Rede, Sprache
speechless sprachlos
speed (sped) eilen; s. Eile; to — by vorbeieilen; to — on vorübereilen
spell buchstabieren; herausfinden, ergründen; s. Zauber; — of enchantment Märchenzauber
spend (spent) zubringen, verleben; ausgeben
spice Spezerei, Gewürz, Würze
spicy würzig
spill verschütten
spin (spun) spinnen
spirit Geist, Seele, Gemüt; Atem, Hauch; Mut, Kraft, Macht; —s Lebensgeister
spiri'tual geistig
spit Spieß, Bratspieß
spite Groll, Haß; in — of trotz
splendid prächtig
splen'dour Glanz, Pracht, Großartigkeit
split Spalte; to — (split) spalten, zersplittern
sponta'neous freiwillig, von selbst
spoon Löffel
sport Sport
spot Stelle, Fleck, Ort
spout (au) Ausfluß, Ausguß
spray Sproß; Zweig, Sträußchen
spread (spread) aus-, verbreiten
spring Sprung; Quelle; Frühling; to — (sprang, sprung) springen; to — out hinausspringen, hinausragen; to — up sich erheben, emporschießen (von Pflanzen)
springy elastisch, aufquellend
spur (ə) anspornen, antreiben
square Viereck, Viertel-; Adj. viereckig
squat (ɔ) kauern
squirrel Eichhörnchen
stable Stall
stairs, stair-way Treppe
stammer stammeln, stottern
stamp stampfen; prägen; s. Briefmarke
stand (stood) stehen; aushalten; to — out hervortreten; to — by danebenstehen; s. Stand, Stelle, Standpunkt
stand'ard Standarte, Fahne; Probe, Richtmaß

star Stern
start (ā) stutzen, erschrecken, auffahren, aufspringen; aufbrechen, abreisen; s. Sprung; Stoß; Aufbruch, Abreise
state Stand, Zustand, Lage; Gemütsverfassung
stately stattlich, kräftig
station Station, Bahnhof; Standort, Stelle
staunch (stōnš) fest, zuverlässig
stay Aufenthalt; Stütze; to — bleiben, verweilen, wohnen, sich aufhalten
steady (e) stetig, fest, beständig
steal (stole, stolen) stehlen, sich fortstehlen, schleichen
steam Dampf; —-boat Dampfboot
steed Roß
steep steil, abschüssig
steer steuern
step Schritt, Tritt, Fußtapfe; Treppenstufe; pl. Treppe
stern Hinterteil (des Bootes)
stick Stock, Stab; to — (stuck) stecken, befestigen, kleben; to — out hervor-, herausstehen
stiff steif, straff
still still, ruhig; Adv. noch, noch immer; jedoch, indessen
stillness Stille
stim'ulate anspornen, anregen
stim'ulus (-ləs) Reizmittel, Antrieb
sting (stung) stechen
stir (ə) (sich) rühren, regen; anrühren; (sich) aufregen; —-ring-spoon Rührlöffel; s. Aufregung
stitch (out) (aus)stechen
stocking Strumpf
stom'ach Magen
stone Stein; rock of — Steinfelsen
stop Halt; to — einhalten, haltmachen, aufhören; verstopfen; hindern
store Vorrat, Vorratshaus; Haufen, Menge; (Am.) Kaufladen; to — aufspeichern, aufhäufen
storm Sturm
stormy stürmisch
story Erzählung; —-teller Erzähler
straight (stre't) straff, gerade
strain Anstrengung, Spannung; Ton, Akkord, Gesang, Lied; to — sich anstrengen; stöhnen; biegen
strange seltsam, sonderbar
straw (ɔ) Stroh, Strohhalm
strawberry Erdbeere
stray zerstreut; to — irre gehen, sich verlaufen
stream Strom, Fluß, Rinnsal; to — strömen, fließen
street Straße
strength Stärke, Kraft
stretch ausstrecken, ausbreiten; sich recken
strike(struck)schlagen; schmeißen; auffallen, Eindruck machen
string Faden, Schnur, Bindfaden; to — aufschnüren, aufreihen
strip streifen, abstreifen; sich entkleiden
strive (strove, striven) streben; kämpfen
strong stark, kräftig
struggle Kampf; to — sich abmühen, anstrengen; sich sträuben, ringen
study Studium; Studierzimmer; to — studieren
stumble straucheln, fallen

stu'pid dumm, töricht
sty'le Stil
subdu'e unterwerfen
sub'ject Gegenstand, Ding, Thema; Untergebener, Untertan; on the — of über; to subject' unterwerfen; darlegen
submit' unterwerfen, sich ergeben, nachgeben
substract' abziehen
subtle (satl) fein, scharfsinnig
succeed (a) nachfolgen; gelingen; Glück, Erfolg haben; I — es gelingt mir
success' Erfolg
successful erfolgreich, glücklich
succession (sakseš'ən) Folge, Reihenfolge, Nachfolge
sudden plötzlich, unerwartet; all of (on) a — ganz plötzlich
suf'fer dulden, leiden, ertragen; gestatten, lassen; —ing Leiden
sufficient (səfiš'ənt) genügend, ausreichend
suf'focate ersticken, dem Ersticken nahe bringen
suggest (sədžəst') eingeben, einflüstern; hervorrufen; vorschlagen
suggestion Eingebung; Rat, Lehre; Beziehung
suit (sjūt) (an)passen; gefallen, zufriedenstellen
sultry schwül, drückend
sum Summe; to do —s Rechenaufgaben lösen, rechnen
summer-house Gartenhaus, Laube
sum'mit Gipfel
sun Sonne; —-lit sonnig
sunbeam Sonnenstrahl
sunbonnet runder Damenhut, Schutzhut
sunshine Sonnenschein
superstitious (sjūpəsti'šes) abergläubisch
supply' Vorrat, Ergänzung, Verstärkung; to — versorgen (with mit), aushelfen, ergänzen, abhelfen, versehen
support' Unterhalt, Versorgung, Stütze; to — stützen, tragen, unterstützen
suppose voraussetzen, den Fall setzen, vermuten, meinen, glauben, sich denken
supre'me höchst, äußerst
sure sicher; to be — sicherlich; sicher wissen
surface (sə'-) Oberfläche
surge (sədž) Brandung; Woge
surmount' (au) übersteigen; überwinden
surpri'se Überraschung; to — überraschen; to be —d erstaunt sein
surren'der übergeben, ausliefern
surround' (au) umgeben, einschließen
surrounding Umgebung
suspens'e Aufschub, Unterbrechung, Spannung
suspension-bridge Hängebrücke
swamp (ɔ) Sumpf, Morast
swarm Schwarm, Gewimmel; to — schwärmen, sich drängen
sway schwingen, schwanken
sweat (suet) Schweiß; by the — of their brows im Schweiße ihres Angesichts
Swe'den Schweden
sweep Schwingung, Schwung; Reihe; — of thoughts Gedankenflug; to — (swept) fegen; to — away wegstreichen
sweet süß, wohlriechend, duftig; — will Belieben
sweeten versüßen

sweetness Süßigkeit
swift ſchnell
swim (swam, swum) ſchwimmen
swing Schaukel; to — ſchwingen, ſchaukeln
swirl (suəl) Wirbel, Strudel; to — herumwirbeln
Swiss ſchweizeriſch, Schweizer-
switch ſchlagen, peitſchen
Switzerland die Schweiz
syl'lable Silbe
sym'bol Gleichnis, Sinnbild
symbol'ical ſymboliſch, ſinnbildlich
symmet'rical ſymmetriſch, gleichförmig
sym'pathy Sympathie, Mitgefühl
sym'phony Symphonie, Wohlklang [mäßig
systemat'ical ſyſtematiſch, plan-

Table Tiſch
tack heften, anheften; wenden, drehen (das Schiff durch den
tail Schwanz [Wind)
take (took, taken) nehmen, ergreifen, fangen, in Anſpruch nehmen; erfordern; annehmen (einen Namen), einnehmen (Medizin), benutzen (den Zug); to — an advice einen Rat annehmen; to — away fort-, wegnehmen; to — back zurücknehmen; to — care ſich hüten; to — care of ſorgen für; to — hold of erfaſſen, ergreifen; to — harm Schaden nehmen; to — a person home jem. nach Hauſe bringen; to — in herein holen; aufmerken; to — leave Abſchied nehmen; to — off ablegen, ausziehen; fortnehmen; to — out herausnehmen, hinausbringen; to — pleasure (delight) in Vergnügen finden an; to — part in Anteil haben an; to — place ſtattfinden; to — steps Schritte tun; to — (the) trouble ſich Mühe machen; to — up in Anſpruch nehmen, ergreifen; to — a walk einen Spaziergang machen
tale Erzählung, Geſchichte
talent Talent, Begabung
talk (tōk) Geſpräch; to — erzählen, ſchwatzen, reden, ſprechen
tame zahm; to — zähmen
tan'dem hintereinander (von Pferden); der Länge nach; Geſpann von 2 Pferden (hintereinander); Fahrrad für 2 Perſonen
tang Tang, Seetang; Hauch
tangible fühlbar, greifbar
tangled verworren, verſchlungen; — wood Dickicht
tan'talize quälen
tare Unkraut
task (ā) Aufgabe; Arbeit, Beſchäftigung; to — beſchäftigen, aufgeben; auf die Probe ſtellen
taut (ō) (Nebenform von tight) ſtraff, ſteif
teach (taught) (be)lehren, unterrichten, unterweiſen, benachrich-
teacher Lehrer(in) [tigen
tease necken, plagen
tear (tīə) Träne
tear (tēr) (tore, torn) zerren, reißen, zerreißen; to — down niederreißen [tümlichkeit
technicality (k) techniſche Eigen-
tedious (tī'djəs) langweilig; läſtig; weitſchweifig
te'dium Langeweile [phon
tel'ephone Fernſprecher, Tele-

tell (told) sagen, erzählen; (mit to u. Inf.) heißen, auftragen; I am told man sagt mir (I am said man sagt von mir)
temper Gemütsart; Stimmung; to lose one's — seine gute Laune verlieren
tem'perate gemäßigt
tempest Sturm
ten zehn
ten'dency Richtung, Neigung, Streben
tender zart, zärtlich
tenderness Zartheit, Weichheit; Zärtlichkeit, Sorgfalt
ten'ement Wohnung
tense straff, gespannt
tent Zelt
term Termin, Zeitraum; Ausdruck; Wort
ter'rible fürchterlich
terrif'ic erschreckend, furchtbar
ter'rified erschreckt, erschrocken
terror Schreck, Schauder, Entsetzen
test Probe; Beurteilung; hour — Urteile einer Stunde
text Text, Gegenstand
theme (þīm) Thema, Gegenstand; Stoff; Entwurf, Plan
then dann, zu dieser Zeit
there da, dort
thick dick; dicht
thicken verdichten, verdicken
thick'et (þ) Dickicht
think (thought) denken (of an), meinen; to — about denken über, nachdenken
third dritte
thirsty durstig
thorough gründlich; —ly durchaus
though wiewohl, obgleich
thought Gedanke; Nachdenken
thrill Schauer, Zittern; to — durchzucken, durchrieseln, durchbohren; —ing schauerlich
thrive (throve, thriven) gedeihen; fortkommen; to — treiben, geraten
throat Kehle, Hals
throb Schlag; to — klopfen, schlagen
through durch
throw (threw, thrown) werfen; to — at werfen nach; to — out ausstreuen; to — over werfen über; to — a bridge across eine Brücke schlagen über
thrust (thrust) stoßen, schieben, drängen; to — out ausstrecken
thunder Donner; to — donnern
thunderstorm Gewitter
thus so, auf solche Weise
thwart durchkreuzen, vereiteln
tick'et Einlaß-, Fahrkarte
ti'dal Flut-
tie (ai) Band; Bohle; to — binden, knüpfen
ti'ger Tiger
tilt tanzen, auf und ab bewegen; —ing schwankend, schaukelnd
time Zeit, Stunde, Uhr; Mal; at a — auf einmal; at —s zeitweilig, zuzeiten; for a long — lange, lange Zeit; another — ein ander Mal; some — einmal; to give — to Zeit verwenden auf; — is up die Zeit ist um (verstrichen)
timely rechtzeitig
tim'id furchtsam
tingle klingen, sausen, ertönen; to — with shame vor Scham erglühen

tint färben
ti'ny winzig, klein
tip Spitze; to — leicht berühren, tippen
tired müde, ermüdet
tis'sue feines Gewebe, Schleierzeug; —-paper Seidenpapier
titbit Leckerbissen
to and fro hin und her
toe (o^{u}) Zehe
togeth'er zusammen
toil Arbeit, Mühe, Beschwerde
toma'to (ā und e^{i}) Liebesapfel, Tomate
tong'ue (taŋ) Zunge
too zu, zu sehr, allzu; auch; dazu; ebenfalls
tooth (tūþ) Zahn (pl. teeth)
top Spitze; on the — oben, oben auf; über
top'ic Thema, Gegenstand
torture (tō'tšə) Folter, Qual; to — quälen
toss schleudern, werfen, sich unruhig hin und her bewegen; —ing rastlos, unruhig
to'tal völlig, vollständig
touch (tatš) Berührung; to — berühren, anfassen; to — hands Hand in Hand gehen
toward(s) (to'^{u}ədz) gegen; betreffend
towel (tau'əl) Handtuch
tower Turm
town Stadt
toy(s) Spielzeug, Spielsachen
trace Spur, Fährte; Schiene; to — aufspüren; verfolgen
track Spur, Fährte, Gleis
tract Verlauf, Fortgang; kurze Abhandlung
tradit'ion Überlieferung, Sage, Tradition
trag'edy Trauerspiel, Tragödie
trail Schleppe, Schwanz; Spur, Fährte; to — schleppen, kriechen; —ing kletternd, rankend
train Gefolge; Eisenbahnzug; to — ziehen, erziehen, ausbilden; gewöhnen
trai'tor Verräter
tramp Getrampel; to — trampeln, niedertreten
transit'ion Übergang
tran'sitory vergänglich
transpla'nt (ā) verpflanzen
trap Falle, Klappe; to — fangen, ertappen, auffangen; to — up sich fortpflanzen
trav'el reisen, wandern, gehen, durchreisen; sich verbreiten
trav'erse über-, durchschreiten
treacherous (tre'tšərəs) verräterisch
treasure (treš'ə) Schatz
treat (ī) behandeln; (of) handeln (von)
tree Baum
tremble (with) zittern (vor)
trestle (tresl) Gerüst, Brückenbock
tribe Stamm; Ursprung
tried bewährt
trigger Drücker; to pull the — das Gewehr abschießen
trill trillern; to — down herabtröpfeln
trim ordnen; ausrüsten; besetzen; schmücken
trip Ausflug, Abstecher, Fahrt, Gang
tri'umph triumphieren
trouble (ou = a) Mühe
troublesome mühsam, lästig
trough (trɔf) Wassertrog
trout (au) Forelle
Troy Troja
true wahr, treu, echt

trudge (tradž) zu Fuß wandern, sich schleppen (on weiter)
trum'pet Trompete
trunk (a) Stamm
trust Vertrauen; to — vertrauen, anvertrauen; hoffen
truth (trūþ) Wahrheit
try Versuch; to — versuchen, auf die Probe stellen, prüfen; to — hard sich bemühen
tu'lip-tree Tulpenbaum; Magnolie
tumble (a) fallen, stürzen, einfallen; to — off herunterfallen, herunterpurzeln; to — down einfallen, verfallen; to — from herabfallen von; to — upon a person jem. zufällig treffen
tu'mult Tumult, Lärm
tur'key Truthahn
turn Wendung, Drehung, Neigung, Richtung; — and — abwechselnd; to — drehen, wenden, umkehren; to — about sich umdrehen; to — away sich fort-, abwenden; to — into sich verwandeln in; to — the key of the door upon a person die Tür hinter jem. zuschließen; to — over in one's mind überdenken, nachdenken; to — out zum Vorschein kommen; to — over umkehren; to — to sich wenden an; lenken, richten; to — a deaf ear to taub sein gegen
tussle (a) Kampf
twice zweimal
twig Zweig
twine Bindfaden, Schnur
twinkle blinzeln
twirl wirbeln
twofold zweifach
ty'pewriter Schreibmaschine
tyr'anny Gewaltherrschaft, Tyrannei

Ug'ly häßlich
unable unfähig
unaided nicht unterstützt
unattained unerreicht
uncomprehending nicht umfassend
unconscious (ankon'šəs) bewußtlos, unbewußt
unconsciousness Bewußtlosigkeit
uncouth (an'kūþ) seltsam, sonderbar
undaunted (andō'nted) unerschrocken, unverzagt
under unter
un'derbrush Gesträuch
underfed' abgemagert
undergo' durchmachen; erdulden, ertragen; sich unterziehen
underlie' unterliegen, zugrunde liegen
understand verstehen, kennen, begreifen; erfahren; —ingly mit Verständnis
understand'ing Verständnis
undis'ciplined ungebärdig, ungeübt
un'dulate sich wellenförmig bewegen; undulating wellig,
unfailing unfehlbar
unfamil'iar unbekannt
unflag'ging unermüdlich
unfold entfalten
unforeseen unvorhergesehen
unfor'tunately unglücklicherweise
unfrequen'ted unbesucht
unhee'ded unbeachtet

unintel'ligent geistlos, unverständig
uninten'tionally unbeabsichtigterweise
United States Vereinigte Staaten
universal allgemein, universal
unki'nd unfreundlich
unknown Unbekannte; Adj. unbekannt
unless wenn nicht; es sei denn, daß
unli'kely unwahrscheinlich
unlock auf-, erschließen
unmix'ed ungemischt
unnec'essary unnötig
unpal'atable unschmackhaft
unpleas'ant unangenehm
unpronoun'ceable unaussprechlich
unre'al unwahrscheinlich
unshed unvergossen
unspea'kable unaussprechlich
unstead'y unsicher
untain'ted unverdorben, rein
until bis; it was not — erst nach
unti'ring unermüdlich
unusual (anjū'žuəl) ungewöhnlich
up (bez. Ziel u. Ende) auf, hinauf, empor; — to (auch — at) bis an, bis zu
up'land Hochland
upon auf, an, zu, in, über, bei, unter, aus; — a Sunday an einem Sonntag; put it — the table lege es auf den Tisch; — the whole im ganzen
upstairs' oben, die Treppe hinauf
upturn' aufwühlen, umstülpen; —ed aufwärts gerichtet
up'ward auf-, überwärts
urgent (ə'džənt) dringend
use (s) Gebrauch; of no — nutzlos; to — (z) gebrauchen, benutzen; pflegen
usual gebräuchlich, gewöhnlich
utmost äußerst
utter (a) äußern, von sich geben, hervorstoßen
uttermost äußerst, höchst

Vaca'tion Ferienzeit
vague umherschweifend; unbestimmt, unklar
vain vergeblich, eitel; in — vergebens
val'ley Tal
val'ue Wert; Nutzen
van'ished verschwunden
vapour (ve'ipə) Dampf, Dunst
va'ried vielseitig, mannigfaltig
vari'ety Mannigfaltigkeit; Menge
va'rious verschieden
vast weit, gewaltig, ungeheuer
veal Kalbfleisch
veil Schleier; to — verschleiern, verhüllen
venison (veneza) Wild, Wildbret
venture (ven'tšə) (sich) wagen (out hinaus)
verba'tim wörtlich
ver'tebrate Wirbeltier
very wahr, wirklich; sehr, gar
vex quälen, plagen, ärgern, beunruhigen
vi'brate schwingen, vibrieren, erzittern
vic'tim Opfer
vic'tory Sieg
view (vjū) Blick, Ansicht, Aussicht; Hinblick; Absicht
vigour (vi'gə) Kraft, Stärke
village Dorf
vine Weinstock, Weinrebe; —-clad rebenbekränzt; —-covered mit Wein bedeckt
violent heftig; gewaltsam

violet Veilchen
vis'ible sichtbar
vision (viž'ən) Sehen, Wahrnehmen; Erscheinung, Vision, Gesicht
vis'it Besuch; to — besuchen
visitor Besucher
vital (ai) Lebens-; wesentlich, lebensfähig
viva'cious lebhaft, munter
viv'id lebhaft, lebendig
vocab'ulary Wörterbuch
vocal tönend; Stimm-; Laut-; — culture Stimmbildung
voice Stimme; Laut, Ton
vol'ume Band (eines Buches)
voyage (vɔ'iədž) Reise, Seereise

Wage wagen; retten
wag'on Waggon, Wagen
waist (ei) Leib, Taille
wait warten, erwarten, entgegensehen; to — at warten auf
wake (woke, waked) wachen, aufwachen; wecken, aufwecken; waking-hours Stunden des Wachens
walk (ɑ̄k) Spaziergang, Weg; to — spazieren gehen, zu Fuß gehen; to — about umhergehen; to — on weitergehen; to take a — einen Spaziergang machen
wall Mauer, Wand
walnut Walnuß
wander wandern, wandeln; abschweifen; to — about umherirren
want Mangel; Bedürfnis; Not; to — ermangeln, bedürfen; wünschen, gern haben, wollen; I — of es fehlt mir an; to be in — of nötig haben
war Krieg; —-ship Kriegsschiff
ward'robe Garderobe, Kleiderschrank
warmth Wärme
wash waschen, spülen, reinigen; überschwemmen; to — down niederspülen; to — over überströmen; to — up aufwaschen, spülen, reinigen
washings Wäschereien
wa'ste Wüste, Einöde; Verschwendung; Adj. wüst, öde; to — verwüsten, verschwenden, vergeuden
watch Taschenuhr; Wache; —-case Uhrtasche; Uhrgehäuse; to — wachen; achtgeben, beobachten
water Wasser; to draw — pumpen; —-grass Schilf; —-mel'on Wassermelone
wave Welle, Woge; to — wogen, wehen, flattern, winken
way Weg; Richtung; Art, Weise; to have one's own — seinen Willen haben; in this — auf diese Weise; in his — auf seine Weise; have it your own — tu, wie du willst; out of the — außerhalb; out of the — place abgelegener Ort; to be on the — auf dem Wege sein; to give — nachgeben; to have no — of knowing keineswegs wissen; to fight one's — erzwingen; to feel one's — seinen Weg suchen
wayside am Wege
wear (ē) (wore, worn) tragen, an-, aufhaben (von Kleidern); to — on langsam vorrücken; verfließen
wea'riness (ī) Ermüdung

weary (i') müde, überdrüssig; to — of überdrüssig werden
week Woche; for —s wochenlang
weep (wept) weinen
weigh (ue^{i}) wiegen, lasten
weight (ue^{i}t) Gewicht, Last, Schwere
well wohl, gut, nun; to be — gesund sein; sich glücklich fühlen
wharf (uɔf) Werft
what was; was für ein; — is it all about was bedeutet es alles, um was handelt es sich
whatever was auch immer
when wann, wenn, als
whenever wann auch immer, so oft als
where wo, wohin
whereever überall wo, allenthalben wo
whether (th = ð) ob, gleichviel ob
whiff Luftzug
while Weile; Konj. während, so lange als; to — away verbringen, vertrödeln, vertändeln
whip Peitsche; to — peitschen
whirl-pool Strudel
whis'per flüstern; —ing flüsternd
whistle (huisl) Pfeife, Pfiff; to — pfeifen
white weiß
whiz sausen, zischen (by vorbei)
whole ganz, (wholly) on (upon) the — im ganzen; ganz und gar, gänzlich
whole gesund, heil
whosoever wer auch immer
wicked böse, gottlos
wickedness Bosheit
wide weit, ausgedehnt, sehr groß
wife Frau, Gattin
will Wille; to — wollen, verlangen, wünschen; werden
wily (ai) listig, schlau
window-sill Fensterbank
wing Flügel, Flug; to — beflügeln, beschleunigen; —ed beflügelt, sehr schnell
wire (ai) Draht
wisdom (-əm) Weisheit
wise weise
wish Wunsch; to — wünschen; I — ich möchte (franz. je voudrais)
wither welk machen; austrocknen, abzehren
within innerhalb
without ohne; from — von außen
withstand widerstehen
wit'icism Witz
witty witzig
woe (o^{u}) Weh
woman Frau, Weib
wonder Wunder; Erstaunen; to — sich verwundern; gern wissen mögen; I — whether es soll mich wundern, ob
wonderful wundervoll
wood(s) Holz, Wald; —-land Waldung; —-scents Waldduft; to be —ed bewaldet sein; —-pile Holzhaufen
word Wort; — el'ements Wortbestandteile
wordless wortlos
work Werk, Arbeit; to — arbeiten, wirken, tätig sein, in Tätigkeit setzen; to — up erregen, erhöhen
workaday Alltags-, alltäglich
world Welt
worry Mühe, Unruhe
worse schlimmer; worst schlimmst
worship anbeten

worst überwältigen, beſiegen
would wollte; pflegte
woven gewirkt, gewebt
wrapped (up) eingehüllt, eingewickelt
wrestle (resl) ſich drehen, winden; kämpfen, ringen
wring (wrung) herumdrehen, winden, ausringen, drücken
wringle winden, ſich winden, ſich ſchlängeln
wringling Krümmung
wrinkled runzelig, welk
write (wrote, written) ſchreiben; to — down aufſchreiben
wrong Unrecht; Adj. verkehrt, unrecht; to be — unrecht haben

Yard Hof, Viehhof (Am. Winterweideplatz)
year Jahr; a — jährlich; for —s jahrelang; many —s since vor vielen Jahren; all the — round das ganze Jahr
yellow gelb
yesterday geſtern
yet noch, doch, aber, dennoch; as — bis jetzt, bisher; not — noch nicht
yonder jenſeits, drüben; jene
young jung
youth (jūþ) Jugend

Zigzag' im Zickzack gehen
zone Zone
zool'ogy Zoologie, Tierkunde

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Anhang
zu

The Story of my Life by Keller

Von L. Bülte

English authors Liefg. 122

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HOUSE FOR THE BLIND

Anhang

zu

THE STORY OF MY LIFE

BY

HELEN KELLER.

Anmerkungen.

Die fetten Ziffern bezeichnen die Seitenzahlen, die dahinter stehenden mageren Ziffern die Zeile, zu welcher die Anmerkung gehört.

Erklärung der Aussprachezeichen.

Vokale:

1) ā in glass, calf, bath, hard;
2) a in tub, but, sun, son;
3) æ in fat, bad, man;
4) ē in care, where (nur vor r);
5) e in met, send;
6) ī in bee;
7) i in pin;
8) ō in fall, law, Lord;
9) ɔ in not, cough;
10) ō in Sir, firm, her, burn;
11) ə in about, the horse, second; better, ear;
12) ū in move, root;
13) u in put, bull, foot;
14) o in Glasgow, fellow, tobacco (unbetonten Silben).

Wortton durch ' gegeben: In den **nicht umschriebenen** Wörtern bezeichnet der Akzent nach einfachem Vokal zugleich den alphabetischen langen Laut: a' = e^i, e' = ī, i', y' = ai, o' = o^u, u' = jū; nach Konsonant Kürze des vorhergehenden **einfachen** Vokals (**außer** bei r und Konsonanten: deserve).

Diphthonge:

1) ai in pine;
2) au in house;
3) o^u in no;
4) $ɔ^i$ in oil;
5) e^i in day, fate.

Halbvokale, Halbkonsonanten:

1) j in tube (tjūb), use, news;
2) u in water.

Konsonanten:

p, b, t, d, f, h, l, m, n;
k in come, monarch;
g in game, give;
v in very;
þ (stimmlos) in thick;
ð (stimmhaft) in this;
s (stimmlos) in sink;
z (stimmhaft) in zeal;
š in shine — ž in rouge (also: tš in church — dž in John);
r in right;
ŋ = Nasal in England.

1. 3) *as it were* so zu sagen. — 12/13) *"the shadows of the prison-house are on the rest."* Zitat aus: „Einleitende Briefe zu «*Virginibus Puerisque*» von Robert Louis Stevenson, (engl. Schriftsteller, 1850 geb., machte seiner Gesundheit wegen Reisen nach Amerika, ließ sich auf Samoa nieder.) — 22) Alabama (æləba'mə), kleiner Staat im Südosten der Union. — 25) Maryland, Staat im Osten der Vereinigten Staaten, genannt nach Henriette Marie, Gemahlin Karls I. von England, gegründet für engl. katholische Auswanderer zur Zeit der Pulververschwörung 1605.

2. 6/7) *he "entered" large tracts of land* er kam in den Besitz großer Ländereien: *enter,* lat. *intrare,* hineingehen, eintreten in einen Ort, sich einer Sache, einem Beruf widmen, — *to enter a room, to enter a profession.* — 9) Philadelphia, große Stadt im Staate Pennsylvanien, nächst New York die größte Stadt der Vereinigten Staaten, mit mehr als 1 Million Einwohner, davon ⅕ Deutsche. — 15) *the Confed'erate Army* die Armee der Konföderation, der verbündeten Südstaaten im Kriege gegen die Union (s. Anm. zu S. 2, Z. 24). — 21) *the South* der Süden der Union im Gegensatz zum Norden. — 22) *homestead,* hier: Familiensitz. — 24) *Civil War* 1861—65 Bürgerkrieg zwischen der Union und Konföderation um die Aufhebung der Sklaverei. Sieg der Union, Aufhebung der Sklaverei am 1. Januar 1863. — 26) *climbing rose* Kletterrose, von *climb* (klaim) klimmen, sich anheften. — 29) *smilax* oder *smilacine* eine Kletterpflanze, unserer Winde ähnlich. — 30) *humming-bird* Summvogel, von *hum,* dem deutschen Worte hummen oder summen nachgebildet, ein ganz kleiner Vogel, der mit seinen Flügeln ein summendes Geräusch verursacht, der Kolibri.

3. 3) *English ivy* engl. Efeu mit großen, dunkelgrünen, glänzenden Blättern. — 17) *clematis* (klem'ətis) Kletter- und Zierpflanze mit großen leuchtenden, dunkel und hell lila oder weißen Blüten. — *jessamine* (džes'əmin) Jasmin, Pflanze mit schönen Blüten, deren Saft zu Arzneimitteln verwendet wird. — 18) *butterfly lilies* (bat'erflai) Schmetterlingslilien, deren Blütenblätter die Form von Schmetter-

lingsflügeln haben. — 28) *asphodel* (æs'fodəl) Zierpflanze von leuchtenden Farben. Milton spricht in Paradise Lost von *"pansies and violets and asphodels"*. — *God's garden* das Paradies. — 31/32) *I came, I saw, I conquered (veni, vidi, vici)* ich kam, ich sah, ich siegte, Bericht Caesars nach Rom nach dem Pontischen Krieg gegen Pharnaces, den er in 5 Tagen beendete.

4. 5 u. 10) Mildred Campbell, Helen Everett sind Vornamen. Es ist Sitte in Amerika, daß Vor- und Zunamen eines Verwandten dem Kinde als Vornamen gegeben werden, sowie auch zuweilen der Zuname der Frau mit dem des Mannes vereinigt wird, wie in England auch (s. S. 17, Z. 29). — 17) *long dresses* Tragkleider bei Kindern, die noch auf dem Arm getragen werden. — 21) *How d'ye* familiäre Abkürzung von *how do you do?* wie geht es Ihnen?

5. 7) *robin* Rotkehlchen, eig. *robin red-breast*. *Robin* gebräuchliche Verstümmelung von Robert. — *mocking-bird* Spottdrossel, ein amerik. Vogel, der die Stimmen aller Vögel im Walde nachahmen kann. — 14/15) *acute congestion of the stomach and brain* akute Unterleibs- und Gehirnentzündung. — 31) *nightmare* Alpdrücken. Alp statt Alb, nach dem Volksglauben ein gespenstisches Wesen, welches den Menschen und Tieren im Schlafe Beklemmungen auf der Brust verursacht. (Alb ist niederdeutsche Form für Elf.)

6. 23) *freezer* Gefrierapparat, Eismaschine, in welcher eine kalte süße Speise in Eis gestellt wird und, zum Gefrieren gebracht, unter dem Namen „Eis" bekannt ist.

7. 15) *to put on one's idea of a thing* etwas nach seinen Begriffen gestalten, nach seinem Gutdünken ausführen. — 17) *mine* veraltetes poss. pron. für die erste Person (*thine* für die zweite) gebraucht in der Bibelsprache in alten Schriften, meistens vor einem Subst. mit einem Vokal beginnend.

8. 11) *coloured girl* farbiges Mädchen, Negerin. „Farbige" werden alle Völker genannt, bei denen die braune Farbe vorherrscht. — 19) *hand-to-hand encounter* Faustkampf. —

22) *to fight tooth and nail* (Am.) kämpfen mit äußerster Anstrengung, mit allen nur möglichen Mitteln.

9. 4) *guinea-fowl* (gin'ə-faul) Perlhuhn, stammt aus Guinea an der Westküste Afrikas. — 27) *sadly* übers. sehr. — 30/31) *to hang the stocking,* den Strumpf hinhängen, amerikanische Sitte am St. Nikolaus (Santa Claus)-Tage (6. Dezember), damit der Heilige ihn mit Süßigkeiten, Äpfeln, Nüssen usw. fülle. In Deutschland „setzt man den Teller auf", in Frankreich „stellt man Schuhe in den Kamin" (s. S. 38, Z. 4).

10. 18/19) *turn and turn about is fair play* übers. Gleiches mit Gleichem vergelten ist recht. *To turn "about"* herumdrehen, umwenden, gleichsam von einem zum andern; deutsches Sprichwort: Wie du mir, so ich dir. — 28) *to point* ins Auge fassen, ausharren vor; anstarren. Dann ist es Jägerausdruck. Die Hunde und Katzen „stehen" vor einem Vogel.

11. 14) *The fire leaped into life* das Feuer züngelte empor, bekam Leben. *"Into"* drückt hier den Übergang von einem Zustand in den andern aus. — 25) *She kept pounding on the door* sie klopfte anhaltend an die Tür.

12. 8) *help solve* statt *help to solve.* Die Auslassung von *to* vor dem Infinitiv ist Amerikanismus. — 12/13) *devoted to his home* = häuslich. — 15) *shot* übers. Schütze, steht statt *shooter.* Sprachgebrauch: *he is a good or bad shot.* — 17) *almost to a fault* so daß sie fast in einen Fehler ausartete. Die Amerikaner sind schon so wie so im höchsten Maße gastfrei.

13. 20/21) *to become much the worse for the wear* durch Tragen von (Kleidern) oder den Gebrauch schlechter werden, abnutzen, verschleißen.

14. 1) *the valley of twofold solitude* das Tal doppelter Einsamkeit, durch den Verlust des Gesichts und des Gehörs. — 4/5) *I was restored to my human heritage* das Bewußtsein meines Menschentums lebte in mir auf. — 5) *we grew into each other's hearts* wir wurden ein Herz und eine Seele.

15. 4) Dickens, Charles, 1812—1870, bedeutender Prosaiker der letzten Periode der engl. Literatur, lebte in London, bereiste den Kontinent und Amerika, sammelte überall Stoff zu seinen tiefempfundenen, wahrheitsgetreuen Schilderungen von Land und Leuten. Werke: u. a. *Pickwick-Papers, Christmas Carol, Cricket on the Hearth, American Notes.* — 6) Laura Bridgman, geb. 1829 in Hannover (New Hampshire), verlor durch Scharlach im Alter von 26 Monaten Gesicht, Gehör, Geschmack und Geruchssinn. In ihrem 8. Jahre begann Dr. Howe sie zu unterrichten mit Hilfe erhabener Buchstaben, zusammengesetzt zu Worten, die er an Gegenstände anheftete, und ließ sie Wort und Gegenstand miteinander vergleichen vermittels des Gefühls. Er lehrte sie das Fingeralphabet und später auch sprechen. — 9) Dr. Samuel Gridley Howe, 1801—76, bedeutender Philanthropist, erwarb sich große Verdienste um die Erziehung der Blinden, Taubstummen und Schwachsinnigen, wurde anfangs seiner Bemühungen und Vorkehrungen wegen verspottet, die später allgemein anerkannt und durchgeführt wurden. Seine Erfolge an L. Bridgman sind aufgezeichnet in: *The Life and Education of L. B.* von Mary Swift Lamson. — 16) Baltimore, bedeutende Handelsstadt in Maryland.

16. 8) *provoking persistency* lästige Beharrlichkeit. — 9) *equal to the task* der Aufgabe gewachsen. — 26/27) Dr. Alexander Graham Bell verfolgte den Bildungsgang von Helen Keller mit großem Interesse. Er war Arzt in Washington (s. S. 16, Z. 30); sie gewann bei der ersten Begegnung großes Zutrauen zu ihm. Er verschaffte ihr alle nur möglichen Gelegenheiten zur Ausbildung, begleitete sie auf Reisen, in Museen und bestärkte sie in dem Entschluß, sich für die Universität zusammen mit hörenden und sehenden Kindern vorzubereiten. — 30) Washington (uɔš'ingtən), Hauptort im Staate Columbia, Sitz der Regierung.

17. 13) Perkins Institution, genannt nach dem Gründer Perkins, P. Anstalt, bedeutende Blindenanstalt in Boston, unter der Leitung Dr. Howe's, später seines Schwieger-

sohnes Dr. Anagnos.— 14) Boston (bɔst'ən), Hauptort im Staate Massachusetts (mæsətšū'zəts), eine der ältesten Städte der Union, am Charles River, die Wiege der amerikanischen Freiheit, stand an der Spitze der Kämpfenden (s. S. 41, Z. 8) und der Antisklavereibewegung. Geburtsort Benj. Franklins 1706. — 22) *I came up out of Egypt and stood before Sinai.* — Wie Ägypten das Land der Knechtschaft für Israel war und Sinai der Berg der Offenbarung des göttl. Lichtes (2. Mose 19 u. 20), so kam sie aus der geistigen Knechtschaft, bedingt durch ihre Blindheit, vor die Tore der geistigen Freiheit. — 29) Anne Mansfield Sullivan (s. S. 4, Z. 5 u. 10), geb. in Springfield in Massachusetts, erblindete sehr früh fast vollständig, wurde 1880 in das Perkinssche Institut aufgenommen, erhielt später das Gesicht teilweise wieder. Sie zeigte große Fähigkeiten und Ausdauer beim Lernen, legte 1886 das Lehrerinnenexamen ab, wodurch sie befähigt wurde, nach Anweisungen Dr. Howe's Helen Kellers Lehrerin zu werden.

18. 9/10) *what was about to happen* was geschehen würde. *About to* mit dem Inf., im Begriff, bezeichnet hier die allernächste Zukunft. — 22) *white darkness* der weiße undurchdringliche Nebel hüllt alles in Dunkelheit. — 24/25) *plummet and sounding-line* Senkblei, und -leine gebraucht auf den Schiffen zum Messen der Wassertiefe. *Plummet* von lat. *plumbum* Blei, *sound* gründen, den Grund finden, *sounding line* die Leine, an welcher das Blei befestigt ist. Die Maurer nennen es Lot und bestimmen damit die senkrechte Richtung (loten).

19. 12/13) *she spelled into my hand* die Blinden und Tauben verständigen sich mit Hilfe des Fingeralphabetes. Durch Berühren der Hände, mit Hülfe der Haltung der Hand und Stellung der Finger werden die Buchstaben und Worte in die Hand hineingeschrieben. Manche erreichen eine außerordentliche Fertigkeit in dieser Zeichensprache.

20. 20) *well-house* Brunnenhaus, eine Halle, die um den Brunnen gebaut ist.

21. 6) *to give birth* erzeugen, hervorbringen. — 21) *Aaron's rod, with flowers* der grünende Stab Aarons,

4. Mose 17, 8. In Aaron, dessen Stab über Nacht grünte und blühte, wurde der Stamm Levi zum Priesterstamm erwählt.

22. 8) Tennessee (-sīˈ), Nebenfluß des Mississippi auf der linken Seite, begrenzt im Süden den Staat Tennessee.

24. 8/10) *nature wages open war against her children, and under softest touch hides treacherous claws,* Zitat aus einem Essay in *Virginibus Puerisque* von Robert Louis Stevenson (s. Anm. S. 1, Z. 12/13). — 14) *mimosa* (maimoᵘˈsə) Mimose, eine den Tropen angehörige, in vielen Arten vorkommende Pflanze mit zarten, sensitiven Blüten, die sich bei der Berührung zusammenziehen.

25. 25/26) *sweep of thought* Gedankenflug.

28. 12) *idˈiom* Idiom, Ausdrücke und Redewendungen, die einer Sprache eigen sind.

30. 30) *technicalities of science* technische Einzelheiten der Wissenschaft.

31. 11) *katydid* (keᵈtidid) amerikanische Laubheuschrecke, ähnlich unserer Heuschrecke, blaßgrün, vorzüglicher Springer. Ihre Sprungweite beträgt das 30fache der Körperlänge. — *cricket* Heimchen, von dem französischen *criquer* zirpen, kleines Insekt, lebt im Hause an Kaminen und Öfen, auffällig durch das Zirpen der Männchen, das durch das Aneinanderreiben der Flügeldecken entsteht. — 14) *dogwood* Kornel- oder Judenkirsche, ein Hornstrauchgewächs mit roten Beeren und sehr hartem Holz, das zu Drechslerarbeiten verwendet wird. — 15) *cotton-bolls* Kapseln der Baumwollenpflanze, ein Baum oder Strauch mit doldenartigen Blüten. Die Frucht, eine Kapsel, enthält die weiße Baumwolle.

33. 5) *kindergarten* eine Vorschule für 4—6jährige Kinder nach deutschem Muster. Der Begründer Friedrich Fröbel (1782—1852) errichtete den ersten Kindergarten in Blankenburg in Thüringen nach dem Grundsatz: Das Spiel als Erziehungsmittel. — 14) *fosˈsils* Fossilien (von dem lat. *fossilis* ausgegraben) aus der Erde ausgegrabene Versteinerungen von Pflanzen, Tierüberresten und Mine-

ralien. — *mollusk'* (a) Weichtier mit ungegliedertem Körper, ohne Skelett, mit schleimiger Haut bedeckt. Diese sondert eine Hautverdoppelung, den Mantel, ab und dieser wieder eine zweiklappige oder gewundene Kalkschale, wie bei den Muscheltieren, Schnecken usw. — 15) *sandstone* Sandstein, eine weiche Steinart aus verdichtetem Sand, der entweder durch die Meeresfluten angeschwemmt, oder als Überreste von Trümmergestein mit Ton vermengt, erhärtet ist und zu Bauten und Bildhauerarbeiten verwendet wird (Elbsandsteingebirge). — 16) *fern* Farne, Kryptogamen, Pflanzen mit breiten, federartigen Blättern. In früheren Erdperioden waren es riesige Bäume, wie man sie jetzt in Australien noch findet. — *bas-relief* (Ausspr. französisch). Relief ist ein aus der Fläche hervortretendes Bildwerk. Bei dem Bas- und Hochrelief werden die Figuren mehr oder weniger hoch, oft fast freistehend aufgetragen. — 18) *antediluv'ian* lat. *ante diluvium* vor der Flut, vorsintflutlich.

34. 1) Nautilus, oder Chambered Nautilus, ein Seetier, Molluskenart, mit einem Papageienschnabel und riesigen Fangarmen. Der Volksmund erzählt, er segele in einer spiralförmig gewundenen Muschel mit äußerster Geschicklichkeit über das Wasser. Es ist auch Bezeichnung für ein kleines schnellsegelndes Boot. *Learn of the little Nautilus to sail.* (A. Pope.) — 6) *pol'yps* Polypen, Vielfüßler, strahlig gebaute Tiere mit vielen Fangarmen, meist im Salzwasser lebend, entweder festgewachsen oder lose im Sande, mit einem Skelett aus Kalk. Bilden die Tiere eine Kolonie, so fließen die Skelette zu vielgestaltigen Körpern zusammen, wie z. B. die Ährenkoralle. — 7) *coral isles* (ail'z) Koralleninseln, entstanden aus großen Kolonien von Polypen mit mächtigem Kalkskelett. Sie wachsen allmählich vom Meeresgrunde bis zur Wasseroberfläche empor, meist in der Nähe der Küste. So sind die meisten Inseln gebildet. — *Pacif'ic* Großer oder Stiller Ozean, wurde irrtümlich so genannt, weil die Schiffer ihn von gewaltigen Stürmen frei glaubten. — *foraminif'era* Urtiere, winzig klein, ohne feste Gestalt, mit einem Skelett aus Kalk und fadenförmigen Fortsätzen als Füße, durch welche sie auch die Nahrung aufnehmen. Sie traten in früheren

Zeiten der Erdgeschichte in so großen Mengen auf, daß ihre Schalen ganze Gebirgszüge gebildet haben. (Kalk- und Kreidefelsen auf Rügen, in England und Nordfrankreich.)

35. 1) *tadpole* Kaulquappen, die aus den Froscheiern (Laich) ausschlüpfenden Jungen. Sie haben einen Ruderschwanz und keine Gliedmaßen und entwickeln sich allmählich. — 16) *froghood* Froschschaft, bezeichnet die vollendete Entwicklung zum Frosch. Die Nachsilbe *"hood"* bezeichnet eine Eigenschaft, einen Zustand, eine Beschaffenheit oder Art, wie *manhood, priesthood.*

37. 2) *nick of time,* hier: im spannendsten Augenblick, sonst auch im richtigen Augenblick, zur rechten Zeit. *In the very nick* gerade zur rechten Zeit, wie gerufen. — 5) *set lessons* festgesetzte Stunden, nach einem Plan angeordnet, bestimmt. *Set,* Partizip von *to set,* hier als Adjektiv gebraucht.

38. 3) *"Merry Christmas"* „Fröhliche Weihnacht", das in England und Amerika gebräuchliche Begrüßungswort am Weihnachtstage. — 16) *chickweed* Vogelmiere, ein gewöhnliches Unkraut mit vielen kleinen weißen Blüten, von den Vögeln gern gefressen.

39. 13) *candy* Zuckerzeug, aus kristallisiertem Zucker, zuweilen mit einem Zusatz von Mandeln. — *popcorn* eine maisähnliche Pflanze, deren länglichrunde Körner durch Erhitzen zum Aufbrechen gebracht werden und einen angenehmen süßlichen Geschmack haben. — 15) *gingham* (giŋ'əm) ein Baumwollenstoff, dessen Faden vor dem Weben gefärbt ist, wodurch das Muster eingewebt, nicht aufgedruckt wird.

40. 3) *the train pulled into the station* der Zug fuhr in den Bahnhof ein. — 5/6) *"once upon a time",* es war einmal, *"the far away country",* weit, weit von hier, als der die Spannung erregende Anfang der Märchen. — 10/11) *manual alphabet* Fingeralphabet, s. S. 19, Z. 12/13. — 23) *to read books with their fingers* die Blindenschrift wird mit den Fingern gelesen. Sie besteht aus erhabenen Schriftzeichen, die vermittelst des feinen Tastgefühls der

Finger verstanden werden. Durch Übung wird eine außerordentliche Fertigkeit erlangt.

41. 8) Bunker Hill (a), hoher Hügel in der Nähe von Boston (s. S. 17, Z. 14). Hier fand eine Schlacht in den Freiheitskriegen statt, in welcher die Amerikaner sich auszeichneten. Ein Obelisk erinnert an den denkwürdigen Tag im Jahre 1775. — 15) Plymouth (plim'əþ), Hafenstadt in Massachusetts, an der Cape Cod Bai, die älteste englische Kolonie, gegründet 1620 von den — 24) Pilgrims oder Pilgrim Fathers, aus England vertriebenen, zu der religiösen Sekte der Puritaner (*puritas* Reinheit) gehörigen Einwanderern. Daran erinnert die — 29) Pilgrim Hall, ein Museum mit zahlreichen alten Bildern und sonstigen Andenken an die Pilgrims.

42. 7/8) *acts of persecution* Verfolgungen und Grausamkeiten, welche sie gegen Andersdenkende und die Eingeborenen verübten. — 10) *Country Beautiful;* so nennt der Amerikaner mit Stolz sein Vaterland. — 25) *Brewster* (brū'stər), kleiner Ort an der Küste von Cape Cod (s. u.). — 26/27) *bound for Europe* bestimmt für Europa.

43. 4/5) Cape Cod, Bucht, gebildet von einer hufeisenförmigen Halbinsel gleichen Namens, mit steilem Kap und Leuchtturm in Massachusetts. — 12) *"Our World"* ein Kinderbuch von Anne Mary Hall, engl. Schriftstellerin.

44. 31) *horseshoecrab* Molukkenkrebs.

45. 21) *North* (Am.) die Nordstaaten. — 29) *into one brief day* in einem einzigen Tag. Die Eintagsfliegen, kleine Insekten, führen ein „ephemeres" Dasein, d. h. nur einen Tag dauernd.

46. 9) *limestone* Kalkstein (s. S. 34, Z. 7). — 20) *mistletoe* (misl'to) Mistel, eine üppige Schmarotzerpflanze, vornehmlich auf Obstbäumen. Die Frucht ist eine klebrige, saftige, hellgrüne Beere, woraus Leim bereitet wird. Zur Weihnachtszeit bildet diese Pflanze den Hauptschmuck der Häuser in England und Amerika. — 20) *persim'mon tree* ein amerikanischer Baum mit pflaumenartiger Frucht, deren scharfer Saft zu Arzneimitteln verwendet wird. Sie wird dem Frost ausgesetzt und ist sehr nahrhaft. — 23) *mus-*

cadine (mas'kadīn) Muskateller Traube, eine dunkle, sehr saftige, süße Frucht.

47. 2) *piazza* (piat'sa) ital. weiter Platz, Wandelgang. — 6) *butternut tree* (a) grauer Walnußbaum, mit einer butterartigen, weichen Frucht. — 17) *bagged* von *bag* einstecken, in die Tasche stecken, hier in dem Sinne von überlisten. Man sagt: er steckt ihn zweimal in die Tasche, d. h. er ist viel schlauer als der andere. — 18) *'possum* (Am.) Abkürzung von *opossum* Beutelratte aus der Familie der Beuteltiere, welche die Jungen in einer Hautfalte am Leibe tragen.

48. 3) *impatient to be off* ungeduldig den Aufbruch erwartend. — 7/8) *with hark and whoop and wild halloo!* mit He und Ho und wildem Hallo. Zitat aus *"The Lady of the Lake"* von Walter Scott. — 10) *barbecue* in Amerika eine Jägermahlzeit, ein Jagdessen, bei dem ein ganzes Wildschwein am Spieß gebraten wird. Französische Abstammung von *barbe à queue*, vom Bart bis zum Schwanz.

49. 2) *"Black Beauty"* von Anne Sewell. — 19) *golden-rod* Goldrute, eine Zierpflanze mit goldgelben Blütendolden. — 20) *swamp-flowers* Sumpfpflanzen. *Swamp* = die mit Feuchtigkeit durchtränkten Länderstrecken, die sich zum Ackerbau nicht eignen und eine besondere Vegetation (Bäume und Blumen) haben. — 25) *nutting: to go nutting* (Am.) statt *to go a nutting* in die Nüsse gehen, Nüsse suchen. — 26) *burr* (a) die rauhe, stachelige Hülse der eßbaren Kastanie. — 26) *hickory-nut* weiße Walnuß, wächst in Amerika und Indien.

50. 1) *trestle* Gerüst, die Brücke über einen Abgrund tragend, hier Eisenbahnbrücke. — 11/12) *short cut* Richtweg, wörtlich: kurz abschneiden, verkürzen. — 18) *cross-braces* Kreuzbalken, welche die Brücke nach unten zu stützen. — 30) New England heißen die 6 nordöstlichen Staaten: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut.

51. 25) *mêlée* (franz.) Durcheinander, Wirrwarr, Gemisch.

52. 26) *bulrush* große Binse, eine Sumpfpflanze, aus deren Halmen allerlei Flechtwerk bereitet wird, auch zum

Dachdecken benutzt. — 27) *underbrush* Unterholz, Gesträuch, Gestrüpp. — 30) *tobog'ganing* (Am.) Schlittenfahren, auf ähnlichen Schlitten, wie sie zum Holztransport in den Gebirgen gebraucht werden, wo mehrere Personen hintereinander sitzen. Der Erste übernimmt die Leitung mit einem spitzen Eisenstabe. Das Wort stammt von dem in Kanada gebräuchlichen Wort toba'akun Schlitten; Gebirgswintersport: Rodeln.

54. 30) Mrs. Lamson (s. S. 15, Z. 9). — 32) *to be on fire* Feuer und Flamme sein.

55. 4) Horace Mann, amerik. Pädagoge (1796—1859), erhielt durch Armut und Krankheit eine mangelhafte Schulbildung, wurde Lehrer, studierte die Rechte und widmete sich dem Schulwesen in Massachusetts.

56. 28) *to be at fault* sich täuschen.

58. 14/15) *Isaiah's* (aizai'ə) *prophecy* Jesaias 55, 12: Berge und Hügel sollen vor euch her frohlocken mit Ruhm und alle Bäume auf dem Felde mit den Händen klatschen. — 25) Washington (s. S. 16, Z. 30). — 25/26) *inauguration of* President Cleveland Einführung des Präsidenten Cleveland. Er wurde 1885 von der demokratischen Partei gewählt, von der republikanischen Partei (Harrison) verdrängt, 1893 wiedergewählt, hielt mit großem Pomp seinen Einzug in Washington im Weißen Hause. — 26) Niagara, (naiæ'gərə) aus der Indianersprache, heißt: Donner der Wasser, der größte Wasserfall der Welt, Ausfluß des Erie-Sees in den Ontario-See, durch den Felsvorsprung "Goat-Island" (Ziegeninsel) in 2 Teile geteilt, der amerikanische Fall 55 m, der kanadische 50 m hoch. — 26/27) World's Fair die große Weltausstellung in Chicago 1892.

59. 24) Midway Plaisance großes Vergnügungshaus am Mittelwege. — 25) *Arabian Nights* Tausend und eine Nacht, eine Sammlung orientalischer Märchen. — 27) *bazaar* großes Warenhaus, im Orient eine Halle mit Verkaufsbuden, meist von Luxusgegenständen oder Erzeugnissen fremder Länder. — Shiva oder Siwa (šī'va), Gott der Inder. Unter Brahma (brā'mə), dem Weltenschöpfer, stehen Wischnu, der Erhalter, und Shiva, der

Zerstörer. — 28) *elephant-gods*, die Inder verehren die Elefanten, besonders den weißen, als Gottheit. — 29) Cairo (arabisch) (kaiʻro) heißt „die Siegende", am Nil, Schlüssel zu den Nilländern, wichtige Handelsstadt mit prächtigen Bauten.

60. 1) *lagoons* (lǝgūnz), vom Meer durch Landabspülungen getrennte Teile. Venedig ist auf Lagunen erbaut. — 3) *Viʻking* (oder vīʻ-) *ship* Seeräuberschiff, *viking* Seeräuber, abgeleitet von *vick*, kleine Bucht, in der sie mit ihren Schiffen vor Anker lagen. — 4) *little craft* kleinere Schiffe aller Art. — 10) *We are of the sea! we belong to the sea, we are a part of the sea.* — 13) *Jack* = Blaujacken, Bezeichnung für Matrosen. — 14/15) *"man only is interesting to man"*, Zitat aus Sartor Resartus, (Der geflickte Schneider) von Carlyle (1795—1881, bedeutender engl. Schriftsteller und Philosoph.) — 17) Santa Maria, der Name des Schiffes, mit welchem Kolumbus segelte, als er Amerika entdeckte. — 18) Columbus, Christoph, 1456 zu Genua geb., suchte den Seeweg nach Ostindien auf westwärts führendem Wege zu erreichen, entdeckte auf diesem Wege Amerika. Er landete auf der kleinen Insel Guanahani nordöstl. von Kuba 1492 und nahm sie für Spanien in Besitz. Er unternahm noch mehrere Fahrten, wurde später verleumdet, mit Undank belohnt und starb als gebrochener Mann 1506. — 19) *hour-glass* Stundenglas, ein Zeitmesser, bestehend aus 2 durch eine enge Röhre verbundenen Glaskugeln, von welchen eine so viel Sand enthält, als in einer Stunde durch die Röhre in die andere Kugel laufen kann. — 24) Cape of Good Hope Kap der guten Hoffnung im Süden von Afrika. — 25) *mining diamonds* Graben nach Diamanten. Aus den Diamantminen werden die Steine in rohem Zustande zutage gefördert, untersucht, zerschnitten, gereinigt und geschliffen, alles mittels Maschinen.

61. 4) *autophones* Selbstsprecher, ein Instrument, welches die selbstgesprochenen Worte wiedergibt. — 7/8) Prometheus (prǝmīʻþjǝs), ein Titane oder Göttersohn, stahl den Göttern das Feuer und brachte es den Menschen. Dafür wurde er an einen Felsen geschmiedet, wo ein Adler

beständig an seiner immer wieder wachsenden Leber fraß, bis Herkules ihn befreite. — 9) *anthropological* anthropologisch, den Menschen betreffend, zum Menschen gehörig. — 10) Mexico, Republik mit Hauptstadt gleichen Namens, im Südwesten der Ver. St. Indianische Stämme gründeten mehrere Reiche (Azteken), 1521 unterwarfen die Spanier unter Cortez das Land. In die späteren Bürgerkriege mischte sich Frankreich, setzte Erzherzog Max von Österreich zum Kaiser ein, welcher, von den Franzosen verlassen, 1867 erschossen wurde. — 11) *rude stone implements* rohe Steinarbeiten, aus denen die Geschichte Mexikos zu erforschen ist. Erbaut an derselben Stelle, an welcher die alte Hauptstadt der Azteken (König Montezuma) lag, welche von Cortez dem Erdboden gleich gemacht wurde, erzählen die Ruinen der alten Hauptstadt, welche über 2000 Tempel besaß, von ihrer Pracht. Daneben auch zahlreiche Steinplatten und Steinfiguren.

62. 5/6) *to task slender powers for great ends* unzulängliche Kraft auf große Ziele verwenden. Vergebliche Arbeit, verlorne Liebesmüh. — 8) La Fontaine, Jean de (1621—95), der bedeutendste franz. Fabeldichter, Zeitgenosse von Racine, Molière, konnte sich die Gunst Ludwigs XIV. nicht erwerben. Er schrieb 12 Bücher Fabeln, die er treffend bezeichnet: *une ample comédie à cent actes divers* eine große Komödie in 100 verschiedenen Akten). — 9) «*Le Médecin Malgré Lui*» Der Arzt wider Willen, Lustspiel von Jean-Baptiste Poquelin, genannt Molière (1622—73), dem großen Komödiendichter der klassischen Periode unter Ludwig XIV. Werke: *Les Précieuses Ridicules, Le Misanthrope, Les Femmes Savantes, Le Malade Imaginaire* usw. — *Athalie,* Tragödie von Jean Racine (1639—99), Dramatiker, Dichter, Historiker unter Ludwig XIV. Werke: *Les Plaideurs, Britannicus, Iphigénie, Phèdre, Esther* usw. — 14) *phrase* Sätze bilden, Stilübungen machen. — *inflect* konjugieren, deklinieren. — 19) Hulton, Stadt im Staate Pennsylvanien, d. h. Wald des Penn, genannt nach dem ersten Ansiedler und Gründer des Staates. Hauptstadt: Philadelphia. — 28) Tennyson's *"In Memoriam"*, eine Sammlung von Gedichten, dem Andenken

eines Freundes gewidmet, der in Wien starb. Alfred Tennyson (1809—92), *Poet Laureate,* d. h. preisgekrönter Dichter, bedeutender engl. Lyriker. Werke: *Enoch Arden, The Queen of May* usw.

63. 6/8) *order* Ordnung, *division* Abteilung, *class* Klasse, *genus* Gattung, Geschlecht, *species* Art, Familie, *individual* Einzelwesen: Schema für die Beschreibung der Tiere. — 7) *felinus,* lat. *felis* Katze, Katzenfamilie. — 8) *Tabby* (tæb'ə) Name der Katze. — 22) *Gallic War* Gallischer Krieg. Cäsar beschreibt hierin die ersten 7 Jahre seiner Eroberungszüge in Gallien, Belgien, den Kampf gegen Ariovist usw., ein Muster einer einfachen, klaren Darstellung. — 26) Chautauqua (tšɔ̃to'ᵘkə) Stadt an dem See gleichen Namens im westlichen Teil des Staates New York, sendet seine Wasser in den Ohi'o. — 29) Wright-Humason School, genannt nach den Begründern und Lehrern an dieser Schule für Taubstumme in New York, Mr. John D. Wright und Dr. Humason.

64. 3) *vocal culture* Sprechübung; *to reach the goal* das Ziel erreichen. — 24) *lip-reading and speech* vermöge seines feinen Tastsinns liest der Taubstumme und Blinde die Worte von den Lippen, Gesichts- und Halsmuskeln des Sprechenden ab und versucht, sie nachzubilden in Lauten (s. S. 19, Z. 12/13 u. S. 40, Z. 23).

65. 21) Central Park, große Gartenanlagen mit Teichen, vielen Bildsäulen und einem ägyptischen Obelisken, sehr beliebter Erholungsort. — 32) Bryant, William (1794 bis 1878), beliebter und bekannter nordamerikan. Dichter und Redner, begann seine literarische Laufbahn mit 14 Jahren durch die Veröffentlichung einer Satire. Gedichtsammlung: *Library of Poetry and Song.*

66. 2) West Point, Dorf im Staate New York, am Hudson, seit 1802 Sitz der Militärakademie. — Tarrytown, Stadt am Hudson, mit Taubstummenanstalt. Auf dem Friedhof das Grab Washington Irvings. — 3/4) Sleepy Hollow, *The Legend of Sleepy Hollow* im *Sketch-book* von Washington Irving. — 6/7) Cambridge School for Young Ladies Mädchengymnasium in Cambridge. — 8) Radcliffe Universität. — 9) Wellesley Universität

nur für Frauen. — *to go to college* die Universität besuchen. — 12) Harvard Universität in Cambridge, gegründet von John Harvard 1637, bedeutendste Bildungsstätte der Union. — 16) *to enter into competition* einen Wettbewerb eingehen.

68. 16/17) *"As you like it"* Komödie von Shakespeare. — 17) Burke, John (1730—97), hervorragender engl. Staatsmann, Redner und Schriftsteller, berühmt durch seine Reden zu Gunsten der amerikanischen Kolonien, in denen sein Haß gegen die Ungerechtigkeiten scharf zutage tritt. *"Demosthenes of Great Britain"* (s. S. 69, Z. 23). — 18) Macaulay (1800—59), der große engl. Historiker schrieb glänzende „Essays" (Abhandlungen) über Geschichte, z. B. *Life of Frederick the Great* u. *Life of Sam. Johnson.* — Samuel Johnson (1709—81), engl. Dichter und Schriftsteller, durchaus mittellos, führte in London ein entbehrungsreiches Leben. Biographien, Zeitschriften usw. *"The Lives of the Poets."* Später erhielt er eine Jahresrente, starb in London.

69. 10) *the lonely man,* der in den ersten Jahren in London in Einsamkeit und Entbehrung sein Dasein fristete. — 11) Grub Street, kleine enge Straße in der Nähe des Britischen Museums in London, in welcher die Schriftsteller, meistens schlechte, ihre Zusammenkünfte hatten. *Grubstreet news* elende Neuigkeiten. *Grubstreet writer* elender Schriftsteller.

70. 12) *preliminary examination* Vorprüfung, vor der Aufnahmeprüfung für die Universität. — 17) *to receive "honours"* eine Auszeichnung erhalten. — 24/25) *examination papers* Prüfungsaufgaben.

71. 23) *finals* Schlußexamen, die letzte Prüfung.

72. 28/29) *braille writer* Brailleschreibmaschine. Louis Braille (1806—52), Franzose, blinder Blindenlehrer, Erfinder der Brailleschrift, erblindete mit 3 Jahren, wurde in Paris zum Blindenlehrer ausgebildet, gab ein Lehrbuch der Arithmetik für Blinde heraus. Die Brailleschrift, eine Punktierschrift, erhielt auf dem internationalen Kongreß für Blindenlehrer in Berlin 1879 den Preis. Sie besteht aus einer Reihe von Punktgruppen, welche in festes Papier

gestochen, die einzelnen Buchstaben der Schreibschrift darstellen. Es gibt drei Arten, die englische, amerikanische und New Yorker. Frl. Keller liest sie alle.

73. 25) *di'agram* geometrische Figur, auch Konstruktion = zum Beweise führen.

74. 10) *proctor* Proktor, an der Universität ein Beamter, der auf Ordnung zu halten hat. — 28) *the fall of 1900* (Am.) Herbst 1900.

75. 3) *potent force* zwingende, überzeugende Macht. — 10/11) *"To be banished from Rome is but to live outside of Rome"*, Ausspruch von Epictetos, stoischer Philosoph (50 n. Chr.), kam unter Nero als Sklave nach Rom, erlangte seines wissenschaftlichen Sinnes wegen die Freiheit, mußte unter Domitian mit allen Philosophen Italien verlassen, trat später als Lehrer in Rom auf. Hauptgrundsatz seiner Ethik: „Dulde und enthalte dich!" — 32) *to become beautifully less* sehr schnell geringer werden.

76. 24) Alfred de Musset (1810—57), geb. in Paris, Romantiker, schon mit 23 Jahren berühmt, verdarb sein Talent durch ausschweifendes Leben, schrieb reizende Novellen und Erzählungen: «*Le Merle Blanc*». Drama: «*Il faut qu'une porte soit ouverte ou fermée*» usw. — 25) Sainte-Beuve, Charles Augustin (1804—69), geb. zu Boulogne, Biograph, Historiker, Kritiker. Werke: «*Les Causeries du Lundi*» u. «*Histoire de Port-Royal*». — 29) Milton, John (1608—74), nach Shakespeare der größte engl. Dichter, einer der bedeutendsten Geistesheroen Englands, geb. in London. Heimgesucht von schweren Lebensschicksalen, Krankheit, Armut, Blindheit, Verleumdung. Werke: *"Paradise Lost"*, *"Paradise Regained"*, *History of England* usw.

78. 19) Horace, römischer Schriftsteller (65—8 v. Chr.), ausgebildet in Rom und Athen, Philosoph und Lyriker im Augusteischen Zeitalter. Hauptwerke: 4 Bücher Oden und Satiren. — 31) *Eliz'abethan literature.* Königin E. aus dem Hause Tudor (1558—1603) hat große Verdienste um England. Unter ihr blühten Künste und Wissenschaften (Shakespeare, Spencer), Handel (Gründung von Kolonien in Ostindien), Schiffahrt (Franz Drake). Sie gründete die

anglikanische Kirche, unterdrückte den Katholizismus. Hinrichtung der Maria Stuart 1587.

79. 11) *bric-à-brac,* franz.: Seltenheiten, Antiquitäten, Nippsachen; *a lot of choice bric-à-brac* eine durcheinander gewühlte Menge.

82 6) *Little Lord Fauntleroy* Der kleine Lord, beliebte Kindergeschichte von Mrs. Hodgson Burnett, geb. 1849 in Manchester, kam als 15jähriges Mädchen nach Amerika, wurde die Gattin von Dr. Burnett. Schrieb Kindergeschichten, Gedichte usw.

83. 23/24) Medea (midī'ə) and Jason (dže^{i}sən). J., Sohn des Königs Aeson von Thessalien, unternahm den Argonautenzug, um das goldene Vlies zu holen. Medea, seine Gattin, eine Zauberin und Giftmischerin, wurde von ihm verstoßen, tötete ihn, seine Kinder und ihre Nebenbuhlerin.

85. 16) Wrentham (ren'þəm) Stadt in Mass., jetziger Wohnort von Frl. Keller.

86. 26) Nova Scotia (no'^{u}və sko'^{u}šjə) Neuschottland, eine zu Kanada gehörige Halbinsel, 1498 unter Heinrich II. von England entdeckt, 1533 von den Franzosen in Besitz genommen (*l'Acadie* genannt), kam 1713 endgültig an England. — 29) *Evangeline* (ivæn'džəlin) poetische Erzählung von Longfellow, beschreibt die Schicksale E.'s und der französischen Ansiedler in Neu-Schottland, als sie von den Engländern vertrieben wurden. — 30) Longfellow, Henry Wadsworth (uɔds'uərþ), 1807—82, der größte amerik. Dichter, Professor der modernen Sprachen in Harvard, bereiste den Kontinent, erhielt in England den Doktortitel. Werke: *"Voices of the Night"*, Gedichte: *"The golden Legend"*, *"Evangeline"* usw.

90. 5) *"spin"* Verb u. Subst.: herumwirbeln, herumdrehen; *a spin on the tandem bicycle* schnelle Fahrt auf dem Fahrrad mit 2 Sitzen.

95. 28/29) *God in all that liberates and lifts, In all that humbles, sweetens and consoles.* Zitat aus: *"The Cathedral"* von James Russell Lowell (1819—91), amerik. Lyriker und Kritiker.

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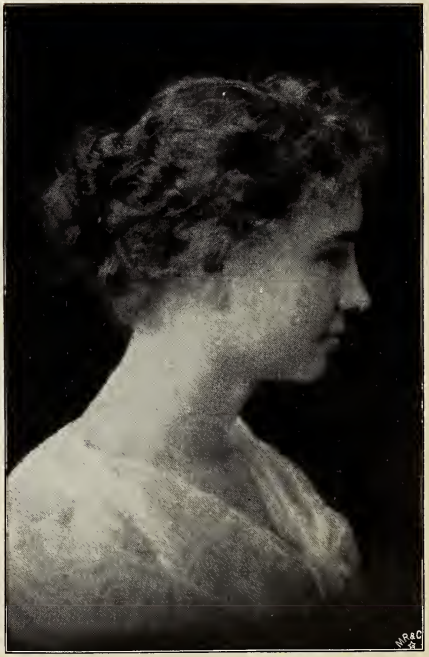

Helen Keller.

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THE STORY OF MY LIFE

BY

HELEN KELLER

Ausgewählt und zum Schulgebrauch herausgegeben

von

L. BÜLTE,
Vorsteherin der städtischen höheren Mädchenschule zu Mettmann

Mit 2 Porträts.

BIELEFELD und LEIPZIG.
VELHAGEN & KLASING.
1909.

Im Verlage von Rob. Lutz in Stuttgart erschien eine vollständige deutsche Übersetzung des Werkes unter dem Titel: Die Geschichte meines Lebens. Von Helen Keller. Preis gebunden 6 M. 50 Pf.

Einleitung.

Marc Twain, der bekannte amerikanische Humorist, sagt: „Die beiden interessantesten Charaktere des 19. Jahrhunderts sind Napoleon und Helen Keller.“ Aus nachfolgenden Aufzeichnungen und der Selbstbiographie werden wir diese Behauptung verstehen.

Halten wir Umschau unter den Persönlichkeiten der Jetztzeit, die Großes und Heldenhaftes geleistet haben, so dürfen wir Helen Keller mit Recht unter dieselben rechnen. Zwar ist es ein Heldentum eigner Art, ein Heldentum der Selbstzucht und Selbstgestaltung zum Zweck der Herausbildung der eignen Persönlichkeit. Aus einem Dasein innerer und äußerer Finsternis, aus dem Bereich der Knechtschaft, in dem ihre ganze Entwicklungsfähigkeit gebunden lag, dringt sie siegreich hindurch zu dem Licht und der Freiheit des Geistes.

Ein einziges Lebensjahr voll unbewußten Genusses ihrer gesunden Sinne war ihr geschenkt, als eine Krankheit ihr das Gesicht und Gehör für immer raubte. Wie der rastlose Trieb zum Werden und die unermüdliche Energie im Überwinden von Schwierigkeiten ihr die Tore des Lebens und des Geistes geöffnet haben, zeigt uns ihre nachstehende Selbstbiographie. In ihrer im wesentlichen abgeschlossenen Bildung hat sie mehr erreicht als manches Kind, das im vollen Besitz seiner gesunden Sinne ist. Ihr unerschöpflicher, stets nach Neuem dürstender Wissenstrieb führte zu einer Fülle

allgemeiner und literarischer Bildung, die ihre schriftstellerische Begabung förderte. Schon als 10jähriges Kind bewahrte sie Vorstellungen, die durch den Wortlaut einer Geschichte sich ihr eingeprägt hatten, unvermischt mit anderen Vorstellungen. Die Wiedergabe eines Märchens geschieht in ihrer eignen naiven Phantasie in origineller Weise.

Auch die vorliegende Selbstbiographie ist in ihrer Eigenart abgefaßt, sie ist mehr mit dem Herzen geschrieben als mit dem Verstande. In einem kleineren Aufsatz macht sie Mitteilung über ihr Traumleben. Im Jahre 1903 erschien ein größerer Essay: *„Optimism."* Helen Keller ist in Massachusetts zum Mitglied des Staatsausschusses für die Erziehung blinder Kinder ernannt worden. In diese verantwortungsvolle Stellung wurde sie wegen ihrer großen Verdienste um die Erforschung des Seelenlebens blinder Menschen berufen.

Mr. John Macy berichtet in dem Anhang zu ihrer Lebensbeschreibung über sie: Helen Keller ist groß, kräftig und gesund. Leicht auffallend sind die raschen nervösen Bewegungen ihrer Hände, die ihr lange Zeit als Verständigungsmittel gedient haben. Ihr rasch bewegliches Auge sowie ihr Gesicht beleben sich beim Sprechen und geben ihren Worten Nachdruck. Bei näheren Bekannten „sieht" sie, wie sie sagt, durch Betasten des Gesichtes, des Bewegungsspieles des Mundes, und erhält dadurch denselben Eindruck, den wir aus der Stimme eines Redenden vernehmen. Humor, Neigung zu Wortspielen, Schlagfertigkeit in witzigen Redewendungen sind ihr eigen. In Gesellschaft, die sie sehr liebt, zeigt der strahlende Ausdruck ihres Gesichtes ihre Sympathie für ihre Umgebung an, auch wenn man ihr keine Mitteilung von der Unterhaltung machen kann. Musik ist ihr ebenfalls zugänglich. Wie wundervoll, sagt sie, ist das Instrument, auf dem ein

großer Künstler „singt“. Die größte Freude habe ich, wenn ich das Instrument berühre, wodurch ich die zartesten Vibrationen, den Lauf der Melodie, die folgende Stille spüre und begreife, wie die Töne dem lauschenden Ohr dahinsterben. Einen großen Teil ihres Wissens erwirbt sie auf unmittelbarem Wege. Wenn sie ausgeht, bleibt sie oft plötzlich stehen, von dem Geruch eines Strauches angezogen. Sie streckt ihre Hand aus, befühlt die Blätter und empfindet an der Pflanzenwelt denselben Genuß wie wir, wenn sie die Blätter zwischen den Fingern hält, den Duft einsaugt und sich später wieder daran erinnert. Wenn sie über einen Spaziergang berichtet, sind ihre Beschreibungen zutreffend und lebendig.

Die reale Welt enthält für sie mehr Gutes als Schlechtes. Kleinere Unannehmlichkeiten wurden sorgfältig von ihr ferngehalten; von den größeren Schwierigkeiten wurde sie in Kenntnis gesetzt, nahm teil an den Sorgen und dachte über die Lösung der Probleme nach. Sie ist voller Vertrauen zu einer Welt, von der sie stets mit Güte behandelt worden ist.

CHAPTER I.

It is with a kind of fear that I begin to write the history of my life. I have, as it were, a superstitious hesitation in lifting the veil that clings about my childhood like a golden mist. The task of writing an autobiography is a difficult one. When I try to classify my earliest impressions, I find that fact and fancy look alike across the years that link the past with the present. The woman paints the child's experiences in her own fantasy. A few impressions stand out vividly from the first years of my life; but "the shadows of the prison-house are on the rest." Besides, many of the joys and sorrows of childhood have lost their poignancy; and many incidents of vital importance in my early education have been forgotten in the excitement of great discoveries. In order, therefore, not to be tedious I shall try to present in a series of sketches only the episodes that seem to me to be the most interesting and important.

I was born on June 27, 1880, in Tuscumbia, a little town of northern Alabama.

The family on my father's side is descended from Caspar Keller, a native of Switzerland, who settled in Maryland. One of my Swiss ancestors was the first teacher of the deaf in Zurich and

wrote a book on the subject of their education — rather a singular coincidence; though it is true that there is no king who has not had a slave among his ancestors, and no slave who has not had a king among his.

My grandfather, Caspar Keller's son, "entered" large tracts of land in Alabama and finally settled there. I have been told that once a year he went from Tuscumbia to Philadelphia on horseback to purchase supplies for the plantation, and my aunt has in her possession many of the letters to his family, which give charming and vivid accounts of these trips.

My father, Arthur H. Keller, was a captain in the Confederate Army, and my mother, Kate Adams, was his second wife and many years younger.

I lived, up to the time of the illness that deprived me of my sight and hearing, in a tiny house consisting of a large square room and a small one, in which the servant slept. It is a custom in the South to build a small house near the homestead as an annex to be used on occasion. Such a house my father built after the Civil War, and when he married my mother they went to live in it. It was completely covered with vines, climbing roses and honeysuckles. From the garden it looked like an arbour. The little porch was hidden from view by a screen of yellow roses and Southern smilax. It was the favourite haunt of humming-birds and bees.

The Keller homestead, where the family lived, was a few steps from our little rose-bower. It

was called "Ivy Green" because the house and the surrounding trees and fences were covered with beautiful English ivy. Its old-fashioned garden was the paradise of my childhood.

Even in the days before my teacher came, I used to feel along the square stiff boxwood hedges, and, guided by the sense of smell, would find the first violets and lilies. There, too, after a fit of temper, I went to find comfort and to hide my hot face in the cool leaves and grass. What joy it was to lose myself in that garden of flowers, to wander happily from spot to spot, until, coming suddenly upon a beautiful vine, I recognized it by its leaves and blossoms, and knew it was the vine which covered the tumble-down summer-house at the farther end of the garden! Here, also, were trailing clematis, drooping jessamine, and some rare sweet flowers called butterfly lilies, because their fragile petals resemble butterflies' wings. But the roses — they were loveliest of all. Never have I found in the greenhouses of the North such heart-satisfying roses as the climbing roses of my southern home. They used to hang in long festoons from our porch, filling the whole air with their fragrance, untainted by any earthy smell; and in the early morning, washed in the dew, they felt so soft, so pure, I could not help wondering if they did not resemble the asphodels of God's garden.

The beginning of my life was simple and much like every other little life. I came, I saw, I conquered, as the first baby in the family always

does. There was the usual amount of discussion as to a name for me. The first baby in the family was not to be lightly named, every one was emphatic about that. My father suggested the name of Mildred Campbell, an ancestor whom he highly esteemed, and he declined to take any further part in the discussion. My mother solved the problem by giving it as her wish that I should be called after her mother, whose maiden name was Helen Everett. But in the excitement of carrying me to church my father lost the name on the way, very naturally, since it was one in which he had declined to have a part. When the minister asked him for it, he just remembered that it had been decided to call me after my grandmother, and he gave her name as Helen Adams.

I am told that while I was still in long dresses I showed many signs of an eager, self-asserting disposition. Everything that I saw other people do I insisted upon imitating. At six months I could pipe out "How d'ye," and one day I attracted every one's attention by saying "Tea, tea, tea" quite plainly. Even after my illness I remembered one of the words I had learned in these early months. It was the word "water," and I continued to make some sound for that word after all other speech was lost. I ceased making the sound "wah-wah" only when I learned to spell the word.

They tell me I walked the day I was a year old. My mother had just taken me out of the bath-tub and was holding me in her lap, when I was suddenly attracted by the flickering shadows

of leaves that danced in the sunlight on the smooth floor. I slipped from my mother's lap and almost ran toward them. The impulse gone, I fell down and cried for her to take me up in her arms.

These happy days did not last long. One brief spring, musical with the song of robin and mocking-bird, one summer, rich in fruit and roses, one autumn of gold and crimson sped by and left their gifts at the feet of an eager, delighted child. Then, in the dreary month of February, came the illness which closed my eyes and ears and plunged me into the unconsciousness of a new-born baby. They called it acute congestion of the stomach and brain. The doctor thought I could not live. Early one morning, however, the fever left me as suddenly and mysteriously as it had come. There was great rejoicing in the family that morning, but no one, not even the doctor, knew that I should never see or hear again.

I fancy I still have confused recollections of that illness. I especially remember the tenderness with which my mother tried to soothe me in my waking hours of fret and pain, and the agony and bewilderment with which I awoke after a tossing half sleep, and turned my eyes, so dry and hot, to the wall, away from the once-loved light, which came to me dim and yet more dim each day. But, except for these fleeting memories, if, indeed, they be memories, it all seems very unreal, like a nightmare. Gradually I got used to the silence and darkness that surrounded me and forgot that

it had ever been different, until she came — my teacher — who was to set my spirit free. But during the first nineteen months of my life I had caught glimpses of broad, green fields, a luminous sky, trees and flowers, which the darkness that followed could not wholly blot out. If we have once seen, "the day is ours, and what the day has shown."

CHAPTER II.

I cannot recall what happened during the first months after my illness. I only know that I sat in my mother's lap or clung to her dress as she went about her household duties. My hands felt every object and observed every motion, and in this way I learned to know many things. Soon I felt the need of some communication with others and began to make crude signs. A shake of the head meant "No" and a nod, "Yes," a pull meant "Come" and a push, "Go." Was it bread that I wanted? Then I would imitate the act of cutting the slices and buttering them. If I wanted my mother to make ice-cream for dinner I made the sign for working the freezer and shivered, indicating cold. My mother, moreover, succeeded in making me understand a good deal. I always knew when she wished me to bring her something, and I would run upstairs or anywhere else she indicated. Indeed, I owe to her loving wisdom all that was bright and good in my long night.

I understood a good deal of what was going on about me. At five I learned to fold and put away the clean clothes when they were brought in from the laundry, and I distinguished my own from the rest. I knew by the way my mother and aunt dressed when they were going out, and I invariably begged to go with them. I was always sent for when there was company, and when the guests took their leave, I waved my hand to them, I think with a vague remembrance of the meaning of the gesture. One day some gentlemen called on my mother, and I felt the shutting of the front door and other sounds that indicated their arrival. On a sudden thought I ran upstairs before any one could stop me, to put on my idea of a company dress. Standing before the mirror, as I had seen others do, I anointed mine head with oil and covered my face thickly with powder. Then I pinned a veil over my head so that it covered my face and fell in folds down to my shoulders, and tied an enormous bustle round my small waist, so that it dangled behind, almost meeting the hem of my skirt. Thus attired I went down to help entertain the company.

I do not remember when I first realized that I was different from other people; but I knew it before my teacher came to me. I had noticed that my mother and my friends did not use signs as I did when they wanted anything done, but talked with their mouths. Sometimes I stood between two persons who were conversing and touched their lips. I could not understand, and was vexed.

I moved my lips and gesticulated frantically without result. This made me so angry at times that I kicked and screamed until I was exhausted.

I think I knew when I was naughty, for I knew that it hurt Ella, my nurse, to kick her, and when my fit of temper was over I had a feeling akin to regret. But I cannot remember any instance in which this feeling prevented me from repeating the naughtiness when I failed to get what I wanted.

In those days a little coloured girl, Martha Washington, the child of our cook, and Belle, an old setter and a great hunter in her day, were my constant companions. Martha Washington understood my signs, and I seldom had any difficulty in making her do just as I wished. It pleased me to domineer over her, and she generally submitted to my tyranny rather than risk a hand-to-hand encounter. I was strong, active, indifferent to consequences. I knew my own mind well enough and always had my own way, even if I had to fight tooth and nail for it. We spent a great deal of time in the kitchen, kneading dough balls, helping make ice-cream, grinding coffee, quarrelling over the cake-bowl, and feeding the hens and turkeys that swarmed about the kitchen steps. Many of them were so tame that they would eat from my hand and let me feel them. One big gobbler snatched a tomato from me one day and ran away with it. Inspired, perhaps, by Master Gobbler's success, we carried off to the woodpile a cake which the cook had

just frosted, and ate every bit of it. I was quite ill afterwards, and I wonder if retribution also overtook the turkey.

The guinea-fowl likes to hide her nest in out-of-the-way places, and it was one of my greatest delights to hunt for the eggs in the long grass. I could not tell Martha Washington when I wanted to go egg-hunting, but I would double my hands and put them on the ground, which meant something round in the grass, and Martha always understood. When we were fortunate enough to find a nest I never allowed her to carry the eggs home, making her understand by emphatic signs that she might fall and break them.

The sheds where the corn was stored, the stable where the horses were kept, and the yard where the cows were milked morning and evening, were unfailing sources of interest to Martha and me. The milkers would let me keep my hands on the cows while they milked, and I often got well switched by the cow for my curiosity.

The making ready for Christmas was always a delight to me. Of course I did not know what it was all about, but I enjoyed the pleasant odours that filled the house and the titbits that were given to Martha Washington and me to keep us quiet. We were sadly in the way, but that did not interfere with our pleasure in the least. They allowed us to grind the spices, pick over the raisins and lick the stirring spoons. I hung my stocking because the others did; I cannot remember, however, that the ceremony interested me especially,

nor did my curiosity cause me to wake before daylight to look for my gifts.

Martha Washington had as great a love of mischief as I. Two little children were seated on the veranda steps one hot July afternoon. One was black as ebony, with little bunches of fuzzy hair tied with shoestrings sticking out all over the head like corkscrews. The other was white, with long golden curls. One child was six years old, the other two or three years older. The younger child was blind — that was I — and the other was Martha Washington. We were busy cutting out paper dolls; but we soon wearied of this amusement, and after cutting up our shoestrings and clipping all the leaves off the honeysuckle that were within reach, I turned my attention to Martha's corkscrews. She objected at first, but finally submitted. Thinking that turn and turn about is fair play, she seized the scissors and cut off one of my curls, and would have cut them all off but for my mother's timely interference.

Belle, our dog, my other companion, was old and lazy and liked to sleep by the open fire rather than to romp with me. I tried hard to teach her my sign language, but she was dull and inattentive. She sometimes started and quivered with excitement, then she became perfectly rigid, as dogs do when they point a bird. I did not then know why Belle acted in this way; but I knew she was not doing as I wished. This vexed me and the lesson always ended in a one-sided boxing match. Belle would get up, stretch herself

lazily, give one or two contemptuous sniffs, go to the opposite side of the hearth and lie down again, and I, wearied and disappointed, went off in search of Martha.

Many incidents of those early years are fixed in my memory, isolated, but clear and distinct, making the sense of that silent, aimless, dayless life all the more intense.

One day I happened to spill water on my apron, and I spread it out to dry before the fire which was flickering on the sitting-room hearth. The apron did not dry quickly enough to suit me, so I drew nearer and threw it right over the hot ashes. The fire leaped into life; the flames encircled me so that in a moment my clothes were blazing. I made a terrified noise that brought Viny, my old nurse, to the rescue. Throwing a blanket over me, she almost suffocated me, but she put out the fire. Except for my hands and hair I was not badly burned.

About this time I found out the use of a key. One morning I locked my mother up in the pantry, where she was obliged to remain three hours, as the servants were in a detached part of the house. She kept pounding on the door, while I sat outside on the porch steps and laughed with glee as I felt the jar of the pounding. This most naughty prank of mine convinced my parents that I must be taught as soon as possible.

When I was about five years old we moved from the little vine-covered house to a large new one. The family consisted of my father and

mother, two older half-brothers, and, afterward, a little sister, Mildred. My earliest distinct recollection of my father is making my way through great drifts of newspapers to his side and finding him alone, holding a sheet of paper before his face. I was greatly puzzled to know what he was doing. I imitated this action, even wearing his spectacles, thinking they might help solve the mystery. But I did not find out the secret for several years. Then I learned what those papers were, and that my father edited one of them.

My father was most loving and indulgent, devoted to his home, seldom leaving us, except in the hunting season. He was a great hunter, I have been told, and a celebrated shot. Next to his family he loved his dogs and gun. His hospitality was great, almost to a fault, and he seldom came home without bringing a guest. His special pride was the big garden where, it was said, he raised the finest watermelons and strawberries in the county; and to me he brought the first ripe grapes and the choicest berries. I remember his caressing touch as he led me from tree to tree, from vine to vine, and his eager delight in whatever pleased me.

He was a famous story-teller; after I had acquired language he used to spell clumsily into my hand his cleverest anecdotes, and nothing pleased him more than to have me repeat them at an opportune moment.

I was in the North, enjoying the last beautiful days of the summer of 1896, when I heard the

news of my father's death. He had had a short illness, there had been a brief time of acute suffering, then all was over. This was my first great sorrow — my first personal experience with death.

How shall I write of my mother? She is so near to me that it almost seems indelicate to speak of her.

For a long time I regarded my little sister as an intruder. I knew that I had ceased to be my mother's only darling, and the thought filled me with jealousy. She sat in my mother's lap constantly, where I used to sit, and seemed to take up all her care and time. One day something happened which seemed to me to be adding insult to injury.

At that time I had a much-petted, much-abused doll, which I afterward named Nancy. She was, alas, the helpless victim of my outbursts of temper and of affection, so that she became much the worse for wear. I had dolls which talked, and cried, and opened and shut their eyes; yet I never loved one of them as I loved poor Nancy. She had a cradle, and I often spent an hour or more rocking her. I guarded both doll and cradle with the most jealous care; but once I discovered my little sister sleeping peacefully in the cradle. At this presumption on the part of one to whom as yet no tie of love bound me I grew angry. I rushed upon the cradle and overturned it, and the baby might have been killed had my mother not caught her as she fell. Thus it is that when we

walk in the valley of twofold solitude we know little of the tender affections that grow out of endearing words and actions and companionship. But afterward, when I was restored to my human heritage, Mildred and I grew into each other's hearts, so that we were content to go hand-in-hand wherever caprice led us, although she could not understand my finger language, nor I her childish prattle.

CHAPTER III.

Meanwhile the desire to express myself grew. The few signs I used became less and less adequate, and my failures to make myself understood were invariably followed by outbursts of passion. I felt as if invisible hands were holding me, and I made frantic efforts to free myself. I struggled — not that struggling helped matters, but the spirit of resistance was strong within me; I generally broke down in tears and physical exhaustion. If my mother happened to be near I crept into her arms, too miserable even to remember the cause of the tempest. After awhile the need of some means of communication became so urgent that these outbursts occurred daily, sometimes hourly.

My parents were deeply grieved and perplexed. We lived a long way from any school for the blind or the deaf, and it seemed unlikely that any one would come to such an out-of-the-way place

as Tuscumbia to teach a child who was both deaf and blind. Indeed, my friends and relatives sometimes doubted whether I could be taught. My mother's only ray of hope came from Dickens's "American Notes." She had read his account of Laura Bridgman, and remembered vaguely that she was deaf and blind, yet had been educated. But she also remembered with a hopeless pang that Dr. Howe, who had discovered the way to teach the deaf and blind, had been dead many years. His methods had probably died with him; and if they had not, how was a little girl in a far-off town in Alabama to receive the benefit of them?

When I was about six years old, my father heard of an eminent oculist in Baltimore, who had been successful in many cases that had seemed hopeless. My parents at once determined to take me to Baltimore to see if anything could be done for my eyes.

The journey, which I remember well, was very pleasant. I made friends with many people on the train. One lady gave me a box of shells. My father made holes in these so that I could string them, and for a long time they kept me happy and contented. The conductor, too, was kind. Often when he went his rounds I clung to his coat tails while he collected and punched the tickets. His punch, with which he let me play, was a delightful toy. Curled up in a corner of the seat I amused myself for hours making funny little holes in bits of cardboard.

My aunt made me a big doll out of towels. It was the most comical, shapeless thing, this improvised doll, with no nose, mouth, ears or eyes — nothing that even the imagination of a child could convert into a face. Curiously enough, the absence of eyes struck me more than all the other defects put together. I pointed this out to everybody with provoking persistency, but no one seemed equal to the task of providing the doll with eyes. A bright idea, however, shot into my mind, and the problem was solved. I tumbled off the seat and searched under it until I found my aunt's cape, which was trimmed with large beads. I pulled two beads off and indicated to her that I wanted her to sew them on my doll. She raised my hand to her eyes in a questioning way, and I nodded energetically. The beads were sewed in the right place and I could not contain myself for joy; but immediately I lost all interest in the doll. During the whole trip I did not have one fit of temper, there were so many things to keep my mind and fingers busy.

When we arrived in Baltimore, Dr. Chisholm received us kindly; but he could do nothing. He said, however, that I could be educated, and advised my father to consult Dr. Alexander Graham Bell, of Washington, who would be able to give him information about schools and teachers of deaf or blind children. Acting on the doctor's advice, we went immediately to Washington to see Dr. Bell, my father with a sad heart and many misgivings, I wholly unconscious of his anguish,

finding pleasure in the excitement of moving from place to place. Child as I was, I at once felt the tenderness and sympathy which endeared Dr. Bell to so many hearts, as his wonderful achievements enlist their admiration. He held me on his knee while I examined his watch, and he made it strike for me. He understood my signs, and I knew it and loved him at once. But I did not dream that that interview would be the door through which I should pass from darkness into light, from isolation to friendship, companionship, knowledge, love.

Dr. Bell advised my father to write to Mr. Anagnos, director of the Perkins Institution in Boston, the scene of Dr. Howe's great labours for the blind, and ask him if he had a teacher competent to begin my education. This my father did at once, and in a few weeks there came a kind letter from Mr. Anagnos with the comforting assurance that a teacher had been found. This was in the summer of 1886. But Miss Sullivan did not arrive until the following March.

Thus I came up out of Egypt and stood before Sinai, and a power divine touched my spirit and gave it sight, so that I beheld many wonders. And from the sacred mountain I heard a voice which said, "Knowledge is love and light and vision."

CHAPTER IV.

The most important day I remember in all my life is the one on which my teacher, Anne Mansfield

Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrast between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old.

On the afternoon of that eventful day, I stood on the porch, dumb, expectant. I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps. The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face. My fingers lingered almost unconsciously on the familiar leaves and blossoms which had just come forth to greet the sweet southern spring. I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks and a deep languor had succeeded this passionate struggle.

Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near the harbour was. "Light! give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour.

Miss Sullivan.

I felt approaching footsteps. I stretched out my hand as I supposed to my mother. Some one took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me.

The morning after my teacher came she led me into her room and gave me a doll. The little blind children at the Perkins Institution had sent it and Laura Bridgman had dressed it; but I did not know this until afterward. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly I was flushed with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell in this uncomprehending way a great many words, among them *pin*, *hat*, *cup*, and a few verbs like *sit*, *stand* and *walk*. But my teacher had been with me several weeks before I understood that everything has a name.

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make understand that "d-o-l-l" applied to both. Earlier in the day we had had a tussle over the words "m-u-g" and "w-a-t-e-r." Miss Sullivan had tried

to impress it upon me that "m-u-g" is *mug* and that "w-a-t-e-r" is *water*, but I persisted in confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment or tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Some one was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word *water*, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten — a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over

my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.

I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object which I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realized what I had done, and for the first time I felt repentance and sorrow.

I learned a great many new words that day. I do not remember what they all were; but I do know that *mother*, *father*, *sister*, *teacher* were among them — words that were to make the world blossom for me, "like Aaron's rod, with flowers." It would have been difficult to find a happier child than I was as I lay in my crib at the close of that eventful day and lived over the joys it had brought me, and for the first time longed for a new day to come.

CHAPTER V.

I recall many incidents of the summer of 1887, that followed my soul's sudden awakening. I did nothing but explore with my hands and learn the

name of every object that I touched; and the more I handled things and learned their names and uses, the more joyous and confident grew my sense of kinship with the rest of the world.

When the time of daisies and buttercups came Miss Sullivan took me by the hand across the fields, where men were preparing the earth for the seed, to the banks of the Tennessee River, and there, sitting on the warm grass, I had my first lessons in the beneficence of nature. I learned how the sun and the rain make to grow out of the ground every tree that is pleasant to the sight and good for food, how birds build their nests and live and thrive from land to land, how the squirrel, the deer, the lion and every other creature finds food and shelter. As my knowledge of things grew I felt more and more the delight of the world I was in. Long before I learned to do a sum in arithmetic or describe the shape of the earth, Miss Sullivan had taught me to find beauty in the fragrant woods, in every blade of grass, and in the curves and dimples of my baby sister's hand. She linked my earliest thoughts with nature, and made me feel that "birds and flowers and I were happy peers."

But about this time I had an experience which taught me that nature is not always kind. One day my teacher and I were returning from a long ramble. The morning had been fine, but it was growing warm and sultry when at last we turned our faces homeward. Two or three times we stopped to rest under a tree by the wayside. Our

last halt was under a wild cherry tree, a short distance from the house. The shade was grateful, and the tree was so easy to climb that with my teacher's assistance I was able to scramble to a seat in the branches. It was so cool up in the tree that Miss Sullivan proposed that we shouldhave our luncheon there. I promised to keep still while she went to the house to fetch it.

Suddenly a change passed over the tree. All the sun's warmth left the air. I knew the sky was black, because all the heat, which meant light to me, had died out of the atmosphere. A strange odour came up from the earth. I knew it, it was the odour that always precedes a thunderstorm, and a nameless fear clutched at my heart. I felt absolutely alone, cut off from my friends and the firm earth. The immense, the unknown, enfolded me. I remained still and expectant; a chilling terror crept over me. I longed for my teacher's return; but above all things I wanted to get down from that tree.

There was a moment of sinister silence, then a multitudinous stirring of the leaves. A shiver ran through the tree, and the wind sent forth a blast that would have knocked me off had I not clung to the branch with might and main. The tree swayed and strained. The small twigs snapped and fell about me in showers. A wild impulse to jump seized me, but terror held me fast. I crouched down in the fork of the tree. The branches lashed about me. I felt the intermittent jarring that came now and then, as if something

heavy had fallen and the shock had travelled up till it reached the limb I sat on. It worked my suspense up to the highest point, and just as I was thinking the tree and I should fall together, my teacher seized my hand and helped me down. I clung to her, trembling with joy to feel the earth under my feet once more. I had learned a new lesson — that nature "wages open war against her children, and under softest touch hides treacherous claws."

After this experience it was a long time before I climbed another tree. The mere thought filled me with terror. It was the sweet allurement of the mimosa tree in full bloom that finally overcame my fears. One beautiful spring morning when I was alone in the summer-house, reading, I became aware of a wonderful subtle fragrance in the air. I started up and instinctively stretched out my hands. It seemed as if the spirit of spring had passed through the summer-house. "What is it?" I asked, and the next minute I recognized the odour of the mimosa blossoms. I felt my way to the end of the garden, knowing that the mimosa tree was near the fence, at the turn of the path. Yes, there it was, all quivering in the warm sunshine, its blossom-laden branches almost touching the long grass. Was there ever anything so exquisitely beautiful in the world before! Its delicate blossoms shrank from the slightest earthly touch; it seemed as if a tree of paradise had been transplanted to earth. I made my way through a shower of petals to the great trunk and for one

minute stood irresolute; then, putting my foot in the broad space between the forked branches, I pulled myself up into the tree. I had some difficulty in holding on, for the branches were very large and the bark hurt my hands. But I had a delicious sense that I was doing something unusual and wonderful, so I kept on climbing higher and higher, until I reached a little seat which somebody had built there so long ago that it had grown part of the tree itself. I sat there for a long, long time, feeling like a fairy on a rosy cloud. After that I spent many happy hours in my tree of paradise, thinking fair thoughts and dreaming bright dreams.

CHAPTER VI.

I had now the key to all language, and I was eager to learn to use it. Children who hear acquire language without any particular effort; the words that fall from others' lips they catch on the wing, as it were, delightedly, while the little deaf child must trap them by a slow and often painful process. But whatever the process, the result is wonderful. Gradually from naming an object we advance step by step until we have traversed the vast distance between our first stammered syllable and the sweep of thought in a line of Shakespeare.

At first, when my teacher told me about a new thing I asked very few questions. My ideas were vague, and my vocabulary was inadequate; but as

my knowledge of things grew, and I learned more and more words, my field of inquiry broadened, and I would return again and again to the same subject, eager for further information. Sometimes a new word revived an image that some earlier experience had engraved on my brain.

I remember the morning that I first asked the meaning of the word, "love." This was before I knew many words. I had found a few early violets in the garden and brought them to my teacher. She tried to kiss me; but at that time I did not like to have any one kiss me except my mother. Miss Sullivan put her arm gently round me and spelled into my hand, "I love Helen."

"What is love?" I asked.

She drew me closer to her and said, "It is here," pointing to my heart, whose beats I was conscious of for the first time. Her words puzzled me very much because I did not then understand anything unless I touched it.

I smelt the violets in her hand and asked, half in words, half in signs, a question which meant, "Is love the sweetness of flowers?"

"No," said my teacher.

Again I thought. The warm sun was shining on us.

"Is this not love?" I asked, pointing in the direction from which the heat came, "Is this not love?"

It seemed to me that there could be nothing more beautiful than the sun, whose warmth makes all things grow. But Miss Sullivan shook her head,

and I was greatly puzzled and disappointed. I thought it strange that my teacher could not show me love.

A day or two afterward I was stringing beads of different sizes in symmetrical groups—two large beads, three small ones, and so on. I had made many mistakes, and Miss Sullivan had pointed them out again and again with gentle patience. Finally I noticed a very obvious error in the sequence and for an instant I concentrated my attention on the lesson and tried to think how I should have arranged the beads. Miss Sullivan touched my forehead and spelled with decided emphasis, "Think."

In a flash I knew that the word was the name of the process that was going on in my head. This was my first conscious perception of an abstract idea.

For a long time I was still — I was not thinking of the beads in my lap, but trying to find a meaning for "love" in the light of this new idea. The sun had been under a cloud all day, and there had been brief showers; but suddenly the sun broke forth in all its southern splendour.

Again I asked my teacher, "Is this not love?"

"Love is something like the clouds that were in the sky before the sun came out," she replied. Then in simpler words than these, which at that time I could not have understood, she explained: "You cannot touch the clouds, you know; but you feel the rain and know how glad the flowers and the thirsty earth are to have it after a hot day.

You cannot touch love either; but you feel the sweetness that it pours into everything. Without love you would not be happy or want to play."

The beautiful truth burst upon my mind — I felt that there were invisible lines stretched between my spirit and the spirits of others.

From the beginning of my education Miss Sullivan made it a practice to speak to me as she would speak to any hearing child; the only difference was that she spelled the sentences into my hand instead of speaking them. If I did not know the words and idioms necessary to express my thoughts she supplied them, even suggesting conversation when I was unable to keep up my end of the dialogue.

This process was continued for several years; for the deaf child does not learn in a month, or even in two or three years, the numberless idioms and expressions used in the simplest daily intercourse. The little hearing child learns these from constant repetition and imitation. The conversation he hears in his home stimulates his mind and suggests topics and calls forth the spontaneous expression of his own thoughts. This natural exchange of ideas is denied to the deaf child. My teacher, realizing this, determined to supply the kinds of stimulus I lacked. This she did by repeating to me as far as possible, verbatim, what she heard, and by showing me how I could take part in the conversation. But it was a long time before I ventured to take the initiative, and still longer before I could find something appropriate to say at the right time.

The deaf and the blind find it very difficult to acquire the amenities of conversation. How much more this difficulty must be augmented in the case of those who are both deaf and blind! They cannot distinguish the tone of the voice or, without assistance, go up and down the gamut of tones that give significance to words; nor can they watch the expression of the speaker's face, and a look is often the very soul of what one says.

CHAPTER VII.

The next important step in my education was learning to read and write.*)

As soon as I could spell a few words my teacher gave me slips of cardboard on which were printed words in raised letters. I quickly learned that each printed word stood for an object, an act, or a quality. I had a frame in which I could arrange the words in little sentences; but before I ever put sentences in the frame I used to make them in objects. I found the slips of paper which represented, for example, "doll," "is," "on," "bed," and placed each name on its object; then I put my doll on the bed with the words *is, on, bed* arranged beside the doll, thus making a sentence of the words, and at the same time carrying out the idea of the sentence with the things themselves.

One day, Miss Sullivan tells me, I pinned the word *girl* on my pinafore and stood in the wardrobe.

*) See p. 97.

On the shelf I arranged the words, *is, in, wardrobe*, Nothing delighted me so much as this game. My teacher and I played it for hours at a time. Often everything in the room was arranged in object sentences.

From the printed slip it was but a step to the printed book. I took my "Reader for Beginners" and hunted for the words I knew; when I found them my joy was like that of a game of hide-and-seek. Thus I began to read. Of the time when I began to read connected stories I shall speak later.

For a long time I had no regular lessons. Even when I studied most earnestly it seemed more like play than work. Everything Miss Sullivan taught me she illustrated by a beautiful story or a poem. Whenever anything delighted or interested me she talked it over with me just as if she were a little girl herself. What many children think of with dread, as a painful plodding through grammar, hard sums and harder definitions, is to-day one of my most precious memories.

I cannot explain the peculiar sympathy Miss Sullivan had with my pleasures and desires. Perhaps it was the result of long association with the blind. Added to this she had a wonderful faculty for description. She went quickly over uninteresting details, and never nagged me with questions to see if I remembered the day-before-yesterday's lesson. She introduced dry technicalities of science little by little, making every subject so real that I could not help remembering what she taught.

We read and studied out of doors, preferring the sunlit woods to the house. All my early lessons have in them the breath of the woods—the fine, resinous odour of pine needles, blended with the perfume of wild grapes. Seated in the gracious shade of a wild tulip tree, I learned to think that everything has a lesson and a suggestion. "The loveliness of things taught me all their use." Indeed, everything that could hum, or buzz, or sing, or bloom, had a part in my education—noisy-throated frogs, katydids and crickets held in my hand until, forgetting their embarrassment, they trilled their reedy note, little downy chickens and wildflowers, the dogwood blossoms, meadow-violets and budding fruit trees. I felt the bursting cotton-bolls and fingered their soft fiber and fuzzy seeds; I felt the low soughing of the wind through the cornstalks, the silky rustling of the long leaves, and the indignant snort of my pony, as we caught him in the pasture and put the bit in his mouth—ah me! how well I remember the spicy, clovery smell of his breath!

Sometimes I rose at dawn and stole into the garden while the heavy dew lay on the grass and flowers. Few know what joy it is to feel the roses pressing softly into the hand, or the beautiful motion of the lilies as they sway in the morning breeze. Sometimes I caught an insect in the flower I was plucking, and I felt the faint noise of a pair of wings rubbed together in a sudden terror, as the little creature became aware of a pressure from without.

Another favourite haunt of mine was the orchard, where the fruit ripened early in July. The large, downy peaches would reach themselves into my hand, and as the joyous breezes flew about the trees the apples tumbled at my feet. Oh, the delight with which I gathered up the fruit in my pinafore, pressed my face against the smooth cheeks of the apples, still warm from the sun, and skipped back to the house!

Our favourite walk was to Keller's Landing, an old tumble-down lumber-wharf on the Tennessee River, used during the Civil War to land soldiers. There we spent many happy hours and played at learning geography. I built dams of pebbles, made islands and lakes, and dug river-beds, all for fun, and never dreamed that I was learning a lesson. I listened with increasing wonder to Miss Sullivan's descriptions of the great round world with its burning mountains, buried cities, moving rivers of ice, and many other things as strange. She made raised maps in clay, so that I could feel the mountain ridges and valleys, and follow with my fingers the devious course of rivers. I liked this, too; but the division of the earth into zones and poles confused and teased my mind. The illustrative strings and the orange stick representing the poles seemed so real that even to this day the mere mention of temperate zone suggests a series of twine circles; and I believe that if any one should set about it he could convince me that white bears actually climb the North Pole.

Arithmetic seems to have been the only study I did not like. From the first I was not interested in the science of numbers. Miss Sullivan tried to teach me to count by stringing beads in groups, and by arranging kindergarten straws I learned to add and substract. I never had patience to arrange more than five or six groups at a time. When I had accomplished this my conscience was at rest for the day, and I went out quickly to find my playmates.

In this same leisurely manner I studied zoology and botany.

Once a gentleman, whose name I have forgotten, sent me a collection of fossils—tiny mollusk shells beautifully marked, and bits of sandstone with the print of birds' claws, and a lovely fern in bas-relief. These were the keys which unlocked the treasures of the antediluvian world for me. With trembling fingers I listened to Miss Sullivan's descriptions of the terrible beasts, with uncouth, unpronounceable names, which once went tramping through the primeval forests, tearing down the branches of gigantic trees for food, and died in the dismal swamps of an unknown age. For a long time these strange creatures haunted my dreams, and this gloomy period formed a somber background to the joyous Now, filled with sunshine and roses and echoing with the gentle beat of my pony's hoof.

Another time a beautiful shell was given me, and with a child's surprise and delight I learned how a tiny mollusk had built the lustrous coil for his dwelling place, and how on still nights, when

there is no breeze stirring the waves, the Nautilus sails on the blue waters of the Indian Ocean in his "ship of pearl." After I had learned a great many interesting things about the life and habits of the children of the sea — how in the midst of dashing waves the little polyps build the beautiful coral isles of the Pacific, and the foraminifera have made the chalkhills of many a land — my teacher read me "The Chambered Nautilus," and showed me that the shell-building process of the mollusks is symbolical of the development of the mind. Just as the wonder-working mantle of the Nautilus changes the material it absorbs from the water and makes it a part of itself, so the bits of knowledge one gathers undergo a similar change and become pearls of thought.

Again, it was the growth of a plant that furnished the text for a lesson. We bought a lily and set it in a sunny window. Very soon the green, pointed buds showed signs of opening. The slender, fingerlike leaves on the outside opened slowly, reluctant, I thought, to reveal the loveliness they hid; once having made a start, however, the opening process went on rapidly, but in order and systematically. There was always one bud larger and more beautiful than the rest, which pushed her outer covering back with more pomp, as if the beauty in soft, silky robes knew that she was the lily-queen by right divine, while her more timid sisters doffed their green hoods shyly, until the whole plant was one nodding bough of loveliness and fragrance.

Once there were eleven tadpoles in a glass globe set in a window full of plants. I remember the eagerness with which I made discoveries about them. It was great fun to plunge my hand into the bowl and feel the tadpoles frisk about, and to let them slip and slide between my fingers. One day a more ambitious fellow leaped beyond the edge of the bowl and fell on the floor, where I found him to all appearance more dead than alive. The only sign of life was a slight wriggling of his tail. But no sooner had he returned to his element than he darted to the bottom, swimming round and round in joyous activity. He had made his leap, he had seen the great world, and was content to stay in his pretty glass house under the big fuchsia tree until he attained the dignity of froghood. Then he went to live in the leafy pool at the end of the garden, where he made the summer nights musical with his quaint love-song.

Thus I learned from life itself. At the beginning I was only a little mass of possibilities. It was my teacher who unfolded and developed them. When she came, everything about me breathed of love and joy and was full of meaning. She has never since let pass an opportunity to point out the beauty that is in everything, nor has she ceased trying in thought and action and example to make my life sweet and useful.

It was my teacher's genius, her quick sympathy, her loving tact which made the first years of my education so beautiful. It was because she seized the right moment to impart knowledge that made

it so pleasant and acceptable to me. She realized that a child's mind is like a shallow brook which ripples and dances merrily over the stony course of its education and reflects here a flower, there a bush, yonder a fleecy cloud; and she attempted to guide my mind on its way, knowing that like a brook it should be fed by mountain streams and hidden springs, until it broadened out into a deep river, capable of reflecting in its placid surface, billowy hills, the luminous shadows of trees and the blue heavens, as well as the sweet face of a little flower.

My teacher is so near to me that I scarcely think of myself apart from her. How much of my delight in all beautiful things is innate, and how much is due to her influence, I can never tell. I feel that her being is inseparable from my own, and that the footsteps of my life are in hers. All the best of me belongs to her — there is not a talent, or an aspiration or a joy in me that has not been awakened by her loving touch.

CHAPTER VIII.

The first Christmas after Miss Sullivan came to Tuscumbia was a great event. Every one in the family prepared surprises for me; but what pleased me most, Miss Sullivan and I prepared surprises for everybody else. The mystery that surrounded the gifts was my greatest delight and amusement. My friends did all they could to excite my curiosity

by hints and half-spelled sentences which they pretended to break off in the nick of time. Miss Sullivan and I kept up a game of guessing which taught me more about the use of language than any set lessons could have done. Every evening, seated round a glowing wood fire, we played our guessing game, which grew more and more exciting as Christmas approached.

On Christmas Eve the Tuscumbia schoolchildren had their tree, to which they invited me. In the centre of the schoolroom stood a beautiful tree ablaze and shimmering in the soft light, its branches loaded with strange, wonderful fruit. It was a moment of supreme happiness. I danced and capered round the tree in an ecstasy. When I learned that there was a gift for each child, I was delighted, and the kind people who had prepared the tree permitted me to hand the presents to the children. In the pleasure of doing this, I did not stop to look at my own gifts; but when I was ready for them, my impatience for the real Christmas to begin almost got beyond control. I knew the gifts I adready had were not those of which friends had thrown out such tantalizing hints, and my teacher said the presents I was to have would be even nicer than these. I was persuaded, however, to content myself with the gifts from the tree and leave the others until morning.

That night, after I had hung my stocking, I lay awake a long time, pretending to be asleep and keeping alert to see what Santa Claus would do when he came. At last I fell asleep with a new

doll and a white bear in my arms. Next morning it was I who waked the whole family with my first "Merry Christmas!" I found surprises, not in the stocking only, but on the table, on all the chairs, at the door, on the very window-sill; indeed, I could hardly walk without stumbling on a bit of Christmas wrapped up in tissue paper. But when my teacher presented me with a canary, my cup of happiness overflowed.

Little Tim was so tame that he would hop on my finger and eat candied cherries out of my hand. Miss Sullivan taught me to take all the care of my new pet. Every morning after breakfast I prepared his bath, made his cage clean and sweet, filled his cups with fresh seed and water from the well-house, and hung a spray of chickweed in his swing.

One morning I left the cage on the window-seat while I went to fetch water for his bath. When I returned I felt a big cat brush past me as I opened the door. At first I did not realize what had happened; but when I put my hand in the cage and Tim's pretty wings did not meet my touch or his small pointed claws take hold of my finger, I knew that I should never see my sweet little singer again.

CHAPTER IX.

The next important event in my life was my visit to Boston, in May, 1888. As if it were yesterday I remember the preparations, the depar-

ture with my teacher and my mother, the journey, and finally the arrival in Boston. How different this journey was from the one I had made to Baltimore two years before! I was no longer a restless, excitable little creature, requiring the attention of everybody on the train to keep me amused. I sat quietly beside Miss Sullivan, taking in with eager interest all that she told me about what she saw out of the car window: the beautiful Tennessee River, the great cottonfields, the hills and woods, and the crowds of laughing negroes at the stations, who waved to the people on the train and brought delicious candy and popcorn balls through the car. On the seat opposite me sat my big rag doll, Nancy, in a new gingham dress and a beruffled sunbonnet, looking at me out of two bead eyes. Sometimes, when I was not absorbed in Miss Sullivan's descriptions, I remembered Nancy's existence and took her up in my arms, but I generally calmed my conscience by making myself believe that she was asleep.

As I shall not have occasion to refer to Nancy again, I wish to tell here a sad experience she had soon after our arrival in Boston. She was covered with dirt—the remains of mud pies I had compelled her to eat, although she had never shown any special liking for them. The laundress at the Perkins Institution secretly carried her off to give her a bath. This was too much for poor Nancy. When I next saw her she was a formless heap of cotton, which I should not have recognized at all

except for the two bead eyes which looked out at me reproachfully.

When the train at last pulled into the station at Boston it was as if a beautiful fairy tale had come true. The "once upon a time" was now; the "far-away country" was here.

We had scarcely arrived at the Perkins Institution for the Blind when I began to make friends with the little blind children. It delighted me inexpressibly to find that they knew the manual alphabet. What joy to talk with other children in my own language! Until then I had been like a foreigner speaking through an interpreter. In the school where Laura Bridgman was taught I was in my own country. It took me some time to appreciate the fact that my new friends were blind. I knew I could not see; but it did not seem possible that all the eager, loving children who gathered round me and joined heartily in my frolics were also blind. I remember the surprise and the pain I felt as I noticed that they placed their hands over mine when I talked to them and that they read books with their fingers. Although I had been told this before, and although I understood my own deprivations, yet I had thought vaguely that since they could hear, they must have a sort of "second sight," and I was not prepared to find one child and another and yet another deprived of the same precious gift. But they were so happy and contented that I lost all sense of pain in the pleasure of their companionship.

One day spent with the blind children made me feel thoroughly at home in my new environment, and I looked eagerly from one pleasant experience to another as the days flew swiftly by. I could not quite convince myself that there was much world left, for I regarded Boston as the beginning and the end of creation.

While we were in Boston we visited Bunker Hill, and there I had my first lesson in history. The story of the brave men who had fought on the spot where we stood excited me greatly. I climbed the monument, counting the steps, and wondering as I went higher and yet higher if the soldiers had climbed this great stairway and shot at the enemy on the ground below.

The next day we went to Plymouth by water. This was my first trip on the ocean and my first voyage in a steamboat. How full of life and motion it was! But the rumble of the machinery made me think it was thundering, and I began to cry, because I feared if it rained we should not be able to have our picnic out of doors. I was more interested, I think, in the great rock on which the Pilgrims landed than in anything else in Plymouth. I could touch it, and perhaps that made the coming of the Pilgrims and their toils and great deeds seem more real to me. I have often held in my hand a little model of the Plymouth Rock which a kind gentleman gave me at Pilgrim Hall, and I have fingered its curves, the split in the centre and the embossed figures "1620," and turned over in my mind all that I knew about the wonderful story of the Pilgrims.

How my childish imagination glowed with the splendour of their enterprise! I idealized them as the bravest and most generous men that ever sought a home in a strange land. I thought they desired the freedom of their fellow men as well as their own. I was keenly surprised and disappointed years later to learn of their acts of persecution that make us tingle with shame, even while we glory in the courage and energy that gave us our "Country Beautiful."

Among the many friends I made in Boston were Mr. William Endicott and his daughter. Their kindness to me was the seed from which many pleasant memories have since grown. One day we visited their beautiful home at Beverly Farms. I remember with delight how I went through their rose-garden, how their dogs, big Leo and little curly-haired Fritz with long ears, came to meet me and how Nimrod, the swiftest of the horses, poked his nose into my hands for a pat and a lump of sugar. I also remember the beach, where for the first time I played in the sand. It was hard, smooth sand, very different from the loose, sharp sand, mingled with kelp and shells, at Brewster. Mr. Endicott told me about the great ships that came sailing by from Boston, bound for Europe. I saw him many times after that, and he was always a good fried to me; indeed, I was thinking of him when I called Boston "the City of Kind Hearts."

CHAPTER X.

Just before the Perkins Institution closed for the summer, it was arranged that my teacher and I should spend our vacation at Brewster, on Cape Cod, with our dear friend, Mrs. Hopkins. I was delighted, for my mind was full of the prospective joys and of the wonderful stories I had heard about the sea.

My most vivid recollection of that summer is the ocean. I had always lived far inland and had never had so much as a whiff of salt air; but I had read in a big book called "Our World" a description of the ocean which filled me with wonder and an intense longing to touch the mighty sea and feel it roar. So my little heart leaped high with eager excitement when I knew that my wish was at last to be realized.

No sooner had I been helped into my bathing-suit than I sprang out upon the warm sand and without thought of fear plunged into the cool water. I felt the great billows rock and sink. The buoyant motion of the water filled me with an exquisite, quivering joy. Suddenly my ecstasy gave place to terror; for my foot struck against a rock and the next instant there was a rush of water over my head. I thrust out my hands to grasp some support, I clutched at the water and at the seaweed which the waves tossed in my face. But all my frantic efforts were in vain. The waves seemed to be playing a game with me, and tossed me from one to another in their wild frolic. It

was fearful! The good, firm earth had slippde from my feet, and everything seemed shut out from this strange, all-enveloping element — life, air, warmth and love. At last, however, the sea, as if weary of its new toy, threw me back on the shore, and in another instant I was clasped in my teacher's arms. Oh, the comfort of the long, tender embrace! As soon as I had recovered from my panic sufficiently to say anything, I demanded: "Who put salt in the water?"

After I had recovered from my first experience in the water, I thought it great fun to sit on a big rock in my bathing-suit and feel wave after wave dash against the rock, sending up a shower of spray which quite covered me. I felt the pebbles rattling as the waves threw their ponderous weight against the shore; the whole beach seemed racked by their terrific onset, and the air throbbed with their pulsations. The breakers would swoop back to gather themselves for a mightier leap, and I clung to the rock, tense, fascinated, as I felt the dash and roar of the rushing sea!

I could never stay long enough on the shore. The tang of the untainted, fresh and free sea air was like a cool, quieting thought, and the shells and pebbles and the seaweed with tiny living creatures attached to it never lost their fascination for me. One day Miss Sullivan attracted my attention to a strange object which she had captured basking in the shallow water. It was a great horseshoe crab — the first one I had ever seen. I felt of him and thought it very strange that he

should carry his house on his back. It suddenly occurred to me that he might make a delightful pet; so I seized him by the tail with both hands and carried him home. This feat pleased me highly, as his body was very heavy, and it took all my strength to drag him half a mile. I would not leave Miss Sullivan in peace until she had put the crab in a trough near the well where I was confident he would be secure. But next morning I went to the trough, and lo, he had disappeared! Nobody knew where he had gone, or how he had escaped. My disappointment was bitter at the time; but little by little I came to realize that it was not kind or wise to force this poor dumb creature out of his element, and after awhile I felt happy in the thought that perhaps he had returned to the sea.

CHAPTER XI.

In the autumn I returned to my Southern home with a heart full of joyous memories. As I recall that visit North I am filled with wonder at the richness and variety of the experiences that cluster about it. It seems to have been the beginning of everything. The treasures of a new, beautiful world were laid at my feet, and I took in pleasure and information at every turn. I lived myself into all things. I was never still a moment; my life was as full of motion as those little insects that crowd a whole existence into one brief day. I met many people who talked with me by spelling

into my hand, and thought in joyous sympathy leaped up to meet thought, and behold, a miracle had been wrought! The barren places between my mind and the minds of others blossomed like the rose.

I spent the autumn months with my family at our summer cottage, on a mountain about fourteen miles from Tuscumbia. It was called Fern Quarry, because near it there was a limestone quarry, long since abandoned. Three frolicsome little streams ran through it from springs in the rocks above, leaping here and tumbling there in laughing cascades wherever the rocks tried to bar their way. The opening was filled with ferns which completely covered the beds of limestone and in places hid the streams. The rest of the mountain was thickly wooded. Here were great oaks and splendid evergreens with trunks like mossy pillars, from the branches of which hung garlands of ivy and mistletoe, and persimmon trees, the odour of which pervaded every nook and corner of the wood — an illusive, fragrant something that made the heart glad. In places the wild muscadine stretched from tree to tree, making arbours which were always full of butterflies and buzzing insects. It was delightful to lose ourselves in the green hollows of that tangled wood in the late afternoon, and to smell the cool, delicious odours that came up from the earth at the close of day.

Our cottage was a sort of rough camp, beautifully situated on the top of the mountain among oaks and pines. The small rooms were arranged

on each side of a long open hall. Round the house was a wide piazza, where the mountain winds blew, sweet with all wood-scents. We lived on the piazza most of the time — there we worked, ate and played. At the back door there was a great butternut tree, round which the steps had been built, and in front the trees stood so close that I could touch them and feel the wind shake their branches, or the leaves twirl downward in the autumn blast.

Many visitors came to Fern Quarry. In the evening, by the campfire, the men played cards and whiled away the hours in talk and sport. They told stories of their wonderful feats with fowl, fish and quadruped — how many wild ducks and turkeys they had shot, what "savage trout" they had caught, and how they had bagged the craftiest foxes, outwitted the most clever 'possums and overtaken the fleetest deer, until I thought that surely the lion, the tiger, the bear and the rest of the wild tribe would not be able to stand before these wily hunters. "To-morrow to the chase!" was their good-night shout as the circle of merry friends broke up for the night. The men slept in the hall outside our door, and I could feel the deep breathing of the dogs and the hunters as they lay on their improvised beds.

At dawn I was awakened by the smell of coffee, the rattling of guns, and the heavy footsteps of the men as they strode about, promising themselves the greatest luck of the season. I could also feel the stamping of the horses, which they

had ridden out from town and hitched under the trees, where they stood all night, neighing loudly, impatient to be off. At last the men mounted, and, as they say in the old songs, away went the steeds with bridles ringing and whips cracking and hounds racing ahead, and away went the champion hunters "with hark and whoop and wild halloo!"

Later in the morning we made preparations for a barbecue. A fire was kindled at the bottom of a deep hole in the ground, big sticks were laid crosswise at the top, and meat was hung from them and turned on spits. Around the fire squatted negroes, driving away the flies with long branches. The savoury odour of the meat made me hungry long before the tables were set.

When the bustle and excitement of preparation was at its height, the hunting party made its appearance, struggling in by twos and threes, the men hot and weary, the horses covered with foam, and the jaded hounds panting and dejected — and not a single kill! Every man declared that he had seen at least one deer, and that the animal had come very close; but however hotly the dogs might pursue the game, however well the guns might be aimed, at the snap of the trigger there was not a deer in sight. They had been as fortunate as the little boy who said he came very near seeing a rabbit — he saw his tracks. The party soon forgot its disappointment, however, and we sat down, not to venison, but to a tamer feast of veal and roast pig.

One summer I had my pony at Fern Quarry. I called him Black Beauty, as I had just read the book, and he resembled his namesake in every way, from his glossy black coat to the white star on his forehead. I spent many of my happiest hours on his back. Occasionally, when it was quite safe, my teacher would let go the leading-rein, and the pony sauntered on or stopped at his sweet will to eat grass or nibble the leaves of the trees that grew beside the narrow trail.

On mornings when I did not care for the ride, my teacher and I would start after breakfast for a ramble in the woods, and allow ourselves to get lost amid the trees and vines, with no road to follow except the paths made by cows and horses. Frequently we came upon impassable thickets which forced us to take a roundabout way. We always returned to the cottage with armfuls of laurel, goldenrod, ferns and gorgeous swamp-flowers such as grow only in the South.

Sometimes I would go with Mildred and my little cousins to gather persimmons. I did not eat them; but I loved their fragrance and enjoyed hunting for them in the leaves and grass. We also went nutting, and I helped them open the chestnut burrs and break the shells of hickory-nuts and walnuts — the big, sweet walnuts!

At the foot of the mountain there was a rail-road, and the children watched the trains whiz by. Sometimes a terrific whistle brought us to the steps, and Mildred told me in great excitement that a cow or a horse had strayed on the track.

About a mile distant there was a trestle spanning a deep gorge. It was very difficult to walk over, the ties were wide apart and so narrow that one felt as if one were walking on knives. I had never crossed it until one day Mildred, Miss Sullivan and I were lost in the woods, and wandered for hours without finding a path.

Suddenly Mildred pointed with her little hand and exclaimed, "There's the trestle!" We would have taken any way rather than this; but it was late and growing dark, and the trestle was a short cut home. I had to feel for the rails with my toe; but I was not afraid, and got on very well, until all at once there came a faint "puff, puff" from the distance.

"I see the train!" cried Mildred, and in another minute it would have been upon us had we not climbed down on the crossbraces while it rushed over our heads. I felt the hot breath from the engine on my face, and the smoke and ashes almost choked us. As the train rumbled by, the trestle shook and swayed until I thought we should be dashed to the chasm below. With the utmost difficulty we regained the track. Long after dark we reached home and found the cottage empty; the family were all out hunting for us.

CHAPTER XII.

After my first visit to Boston, I spent almost every winter in the North. Once I went on a visit to a New England village with its frozen lakes

and vast snow fields. It was then that I had opportunities such as had never been mine to enter into the treasures of the snow.

I recall my surprise on discovering that a mysterious hand had stripped the trees and bushes, leaving only here and there a wrinkled leaf. The birds had flown, and their empty nests in the bare trees were filled with snow. Winter was on hill and field. The earth seemed benumbed by his icy touch, and the very spirits of the trees had withdrawn to their roots, and there, curled up in the dark, lay fast asleep.

Then came a day when the chill air portended a snowstorm. We rushed out-of-doors to feel the first few tiny flakes descending. Hour by hour the flakes dropped silently, softly from their airy height to the earth, and the country became more and more level. A snowy night closed upon the world, and in the morning one could scarcely recognize a feature of the landscape. All the roads were hidden, not a single landmark was visible, only a waste of snow with trees rising out of it.

In the evening a wind from the northeast sprang up, and the flakes rushed hither and thither in furious mêlée. Around the great fire we sat and told merry tales, and frolicked, and quite forgot that we were in the midst of a desolate solitude, shut in from all communication with the outside world. But during the night the fury of the wind increased to such a degree that it thrilled us with a vague terror. The rafters creaked and strained, and the branches of the trees surrounding

the house rattled and beat against the windows, as the winds rioted up and down the country.

On the third day after the beginning of the storm the snow ceased. The sun broke through the clouds and shone upon a vast, undulating white plain. High mounds, pyramids heaped in fantastic shapes, and impenetrable drifts lay scattered in every direction.

Narrow paths were shoveled through the drifts. I put on my cloak and hood and went out. The air stung my cheeks like fire. Half walking in the paths, half working our way through the lesser drifts, we succeeded in reaching a pine grove just outside a broad pasture. The trees stood motionless and white like figures in a marble frieze. There was no odour of pine-needles. The rays of the sun fell upon the trees, so that the twigs sparkled like diamonds and dropped in showers when we touched them. So dazzling was the light, it penetrated even the darkness that veils my eyes.

As the days wore on, the drifts gradually shrunk, but before they where wholly gone another storm came, so that I scarcely felt the earth under my feet once all winter. At intervals the trees lost their icy covering, and the bulrushes and underbrush were bare; but the lake lay frozen and hard beneath the sun.

Our favourite amusement during that winter was tobogganing. In places the shore of the lake rises abruptly from the water's edge. Down these steep slopes we used to coast. We would get on

our toboggan, a boy would give us a shove, and off we went! Plunging through drifts, leaping hollows, swooping down upon the lake, we would shoot across its gleaming surface to the opposite bank. What joy! What exhilarating madness! For one wild, glad moment we snapped the chain that binds us to earth, and joining hands with the winds we felt ourselves divine!

CHAPTER XIII.

It was in the spring of 1890 that I learned to speak. The impulse to utter audible sounds had always been strong within me. I used to make noises, keeping one hand on my throat while the other hand felt the movements of my lips. I was pleased with anything that made a noise and liked to feel the cat purr and the dog bark. I also liked to keep my hand on a singer's throat, or on a piano when it was being played. Before I lost my sight and hearing, I was fast learning to talk, but after my illness it was found that I had ceased to speak because I could not hear. I used to sit in my mother's lap all day long and keep my hands on her face because it amused me to feel the motions of her lips; and I moved my lips, too, although I had forgotten what talking was. My friends say that I laughed and cried naturally, and for awhile I made many sounds and word-elements, not because they were a means of communication, but because the need of exercising my

vocal organs was imperative. There was, however, one word the meaning of which I still remembered, *water*. I pronounced it "wa-wa." Even this became less and less intelligible until the time when Miss Sullivan began to teach me. I stopped using it only after I had learned to spell the word on my fingers.

I had known for a long time that the people about me used a method of communication different from mine; and even before I knew that a deaf child could be taught to speak, I was conscious of dissatisfaction with the means of communication I already possessed. One who is entirely dependent upon the manual alphabet has always a sense of restraint, of narrowness. This feeling began to agitate me with a vexing, forward-reaching sense of a lack that should be filled. My thoughts would often rise and beat up like birds against the wind; and I persisted in using my lips and voice. Friends tried to discourage this tendency, fearing lest it would lead to disappointment. But I persisted, and an accident soon occurred which resulted in the breaking down of this great barrier—I heard the story of Ragnhild Kaata.

In 1890 Mrs. Lamson, who had been one of Laura Bridgman's teachers, and who had just returned from a visit to Norway and Sweden, came to see me, and told me of Ragnhild Kaata, a deaf and blind girl in Norway who had actually been taught to speak. Mrs. Lamson had scarcely finished telling me about this girl's success before I was on fire with eagerness. I resolved that I

too, would learn to speak. I would not rest satisfied until my teacher took me, for advice and assistance, to Miss Sarah Fuller, principal of the Horace Mann School. This lovely, sweet-natured lady offered to teach me herself, and we began the twenty-sixth of March, 1890.

Miss Fuller's method was this: she passed my hand lightly over her face, and let me feel the position of her tongue and lips when she made a sound. I was eager to imitate every motion and in an hour had learned six elements of speech: M, P, A, S, T, I. Miss Fuller gave me eleven lessons in all. I shall never forget the surprise and delight I felt when I uttered my first connected sentence, "It is warm." True, they were broken and stammering syllables; but they were human speech. My soul, conscious of new strength, came out of bondage, and was reaching through those broken symbols of speech to all knowledge and all faith.

No deaf child who has earnestly tried to speak the words which he has never heard — to come out of the prison of silence, where no tone of love, no song of bird, no strain of music ever pierces the stillness — can forget the thrill of surprise, the joy of discovery which came over him when he uttered his first word. Only such a one can appreciate the eagerness with which I talked to my toys, to stones, trees, birds and dumb animals, or the delight I felt when at my call Mildred ran to me or my dogs obeyed my commands. It is an unspeakable boon to me to be able to speak in winged words that need no interpretation. As

I talked, happy thoughts fluttered up out of my words that might perhaps have struggled in vain to escape my fingers.

But it must not be supposed that I could really talk in this short time. I had learned only the elements of speech. Miss Fuller and Miss Sullivan could understand me, but most people would not have understood one word in a hundred. Nor is it true that, after I had learned these elements, I did the rest of the work myself. But for Miss Sullivan's genius, untiring perseverance and devotion, I could not have progressed as far as I have toward natural speech. In the first place, I laboured night and day before I could be understood even by my most intimate friends; in the second place, I needed Miss Sullivan's assistance constantly in my efforts to articulate each sound clearly and to combine all sounds in a thousand ways. Even now she calls my attention every day to mis-pronounced words.

All teachers of the deaf know what this means, and only they can at all appreciate the peculiar difficulties with which I had to contend. In reading my teacher's lips I was wholly dependent on my fingers: I had to use the sense of touch in catching the vibrations of the throat, the movements of the mouth and the expression of the face; and often this sense was at fault. In such cases I was forced to repeat the words or sentences, sometimes for hours, until I felt the proper ring in my own voice. My work was practice, practice, practice. Discouragement and weariness cast me down fre-

quently; but the next moment the thought that I should soon be at home and show my loved ones what I had accomplished, spurred me on, and I eagerly looked forward to their pleasure in my achievement.

"My little sister will understand me now," was a thought stronger than all obstacles. I used to repeat ecstatically, "I am not dumb now." I could not be despondent while I anticipated the delight of talking to my mother and reading her responses from her lips. It astonished me to find how much easier it is to talk than to spell with the fingers, and I discarded the manual alphabet as a medium of communication on my part; but Miss Sullivan and a few friends still use it in speaking to me, for it is more convenient and more rapid than lip-reading.

Just here, perhaps, I had better explain our use of the manual alphabet, which seems to puzzle people who do not know us. One who reads or talks to me spells with his hand, using the single-hand manual alphabet generally employed by the deaf. I place my hand on the hand of the speaker so lightly as not to impede its movements. The position of the hand is as easy to feel as it is to see. I do not feel each letter any more than you see each letter separately when you read. Constant practice makes the fingers very flexible, and some of my friends spell rapidly — about as fast as an expert writes on a typewriter. The mere spelling is, of course, no more a conscious act than it is in writing.

When I had made speech my own, I could not wait to go home. At last the happiest of happy moments arrived. I had made my homeward journey, talking constantly to Miss Sullivan, not for the sake of talking, but determined to improve to the last minute. Almost before I knew it, the train stopped at the Tuscumbia station, and there on the platform stood the whole family. My eyes fill with tears now as I think how my mother pressed me close to her, speechless and trembling with delight, taking in every syllable that I spoke, while little Mildred seized my free hand and kissed it and danced, and my father expressed his pride and affection in a big silence. It was as if Isaiah's prophecy had been fulfilled in me, "The mountains and the hills shall break forth before you into singing, and all the trees of the field shall clap their hands!"

CHAPTER XIV.

The summer and winter 1893 I spent with my family in Alabama. I recall with delight that homegoing. Everything had budded and blossomed. I was happy.

The chief events of this year were my trip to Washington during the inauguration of President Cleveland, and visits to Niagara and the World's Fair. Under such circumstances my studies were constantly interrupted and often put aside for many weeks, so that it is impossible for me to give a connected account of them.

We went to Niagara in March, 1893. It is difficult to describe my emotions when I stood on the point which overhangs the American Falls and felt the air vibrate and the earth tremble.*)

It seems strange to many people that I should be impressed by the wonders and beauties of Niagara. They are always asking: "What does this beauty or that music mean to you? You cannot see the waves rolling up the beach or hear their roar. What do they mean to you?" In the most evident sense they mean everything. I cannot fathom or define their meaning any more than I can fathom or define love or religion or goodness.

During the summer of 1893, Miss Sullivan and I visited the World's Fair with Dr. Alexander Graham Bell. I recall with unmixed delight those days when a thousand childish fancies became beautiful realities. Every day in imagination I made a trip round the world, and I saw many wonders from the uttermost parts of the earth — marvels of invention, treasures of industry and skill and all the activities of human life actually passed under my finger tips.

I liked to visit the Midway Plaisance. It seemed like the "Arabian Nights," it was crammed so full of novelty and interest. Here was the India of my books in the curious bazaar with its Shivas and elephant-gods; there was the land of the Pyramids concentrated in a model Cairo with its mosques and its long processions of camels; yonder

*) See p. 103.

were the lagoons of Venice, where we sailed every evening when the city and the fountains were illuminated. I also went on board a Viking ship which lay a short distance from the little craft. I had been on a man-of-war before, in Boston, and it interested me to see, on this Viking ship, how the seaman was once all in all — how he sailed and took storm and calm alike with undaunted heart, and gave chase to whosoever reechoed his cry, "We are of the sea!" and fought with brains and sinews, self-reliant, self-sufficient, instead of being thrust into the background by unintelligent machinery, as Jack is to-day. So it always is — "man only is interesting to man."

At a little distance from this ship there was a model of the *Santa Maria,* which I also examined. The captain showed me Columbus's cabin and the desk with an hour-glass on it. This small instrument impressed me most because it made me think how weary the heroic navigator must have felt as he saw the sand dropping grain by grain while desperate men were plotting against his life.

At the Cape of Good Hope exhibit, I learned much about the processes of mining diamonds. Whenever it was possible, I touched the machinery while it was in motion, so as to get a clearer idea how the stones were weighed, cut and polished. I searched in the washings for a diamond and found it myself — the only true diamond, they said, that was ever found in the United States.

Dr. Bell went everywhere with us and in his own delightful way described to me the objects of greatest interest. In the electrical building we examined the telephones, autophones, phonographs and other inventions, and he made me understand how it is possible to send a message on wires that mock space and outrun time, and, like Prometheus, to draw fire from the sky. We also visited the anthropological department, and I was much interested in the relics of ancient Mexico, in the rude stone implements that are so often the only record of an age, and in the Egyptian mummies, which I shrank from touching. From these relics I learned more about the progress of man than I have heard or read since.

All these experiences added a great many new terms to my vocabulary, and in the three weeks I spent at the Fair I took a long leap from the little child's interest in fairy tales and toys to the appreciation of the real and the earnest in the workaday world.

CHAPTER XV.

Before October, 1893, I had studied various subjects by myself in a more or less desultory manner. I read the histories of Greece, Rome and the United States. I had a French grammar in raised print, and as I already knew some French, I often amused myself by composing in my head short exercises, using the new words as I came

across them, and ignoring rules and other technicalities as much as possible. I even tried, without aid, to master the French pronunciation, as I found all the letters and sounds described in the book. Of course this was tasking slender powers for great ends; but it gave me something to do on a rainy day, and I acquired a sufficient knowledge of French to read with pleasure La Fontaine's "Fables," "Le Médecin Malgré Lui" and passages from "Athalie."

I also gave considerable time to the improvement of my speech. I read aloud to Miss Sullivan and recited passages from my favourite poets, which I had committed to memory; she corrected my pronunciation and helped me to phrase and inflect. It was not, however, until October, 1893, after I had recovered from the fatigue and excitement of my visit to the World's Fair, that I began to have lessons in special subjects at fixed hours.

Miss Sullivan and I were at that time in Hulton, Pennsylvania, visiting the family of Mr. William Wade. Mr. Irons, a neighbour of theirs, was a good Latin scholar; it was arranged that I should study under him. I remember him as a man of rare, sweet nature and of wide experience. He taught me Latin grammar principally; but he often helped me in arithmetic, which I found as troublesome as it was uninteresting. Mr. Irons also read with me Tennyson's "In Memoriam." I had read many books before, but never from a critical point of view. I learned for the first time to know an author, to recognize his style as I recognize the clasp of a friend's hand.

At first I was rather unwilling to study Latin grammar. It seemed absurd to waste time analyzing every word I came across — noun, genitive, singular, feminine — when its meaning was quite plain. I thought I might just as well describe my pet in order to know it — order, vertebrate; division, quadruped; class, mammalia; genus, felinus; species, cat; individual, Tabby. But as I got deeper into the subject, I became more interested, and the beauty of the language delighted me. I often amused myself by reading Latin passages, picking up words I understood and trying to make sense. I have never ceased to enjoy this pastime.

There is nothing more beautiful, I think, than the evanescent fleeting images and sentiments presented by a language one is just becoming familiar with — ideas that flit across the mental sky, shaped and tinted by capricious fancy. Miss Sullivan sat beside me at my lessons, spelling into my hand whatever Mr. Irons said, and looking up new words for me. I was just beginning to read Cæsar's "Gallic War" when I went to my home in Alabama.

CHAPTER XVI.

In the summer of 1894, I attended the meeting at Chautauqua of the American Association to Promote the Teaching of Speech to the Deaf. There it was arranged that I should go to the Wright-Humason School for the Deaf in New York City. I went there in October, 1894, accompanied

by Miss Sullivan. This school was chosen especially for the purpose of obtaining the highest advantages in vocal culture and training in lip-reading. In addition to my work in these subjects, I studied, during the two years I was in the school, arithmetic, physical geography, French and German.

Miss Reamy, my German teacher, could use the manual alphabet, and after I had acquired a small vocabulary, we talked together in German whenever we had a chance, and in a few months I could understand almost everything she said. Before the end of the first year I read "Wilhelm Tell" with the greatest delight. Indeed, I think I made more progress in German than in any of my other studies. I found French much more difficult. I studied it with Madame Olivier, a French lady who did not know the manual alphabet, and who was obliged to give her instruction orally. I could not read her lips easily; so my progress was much slower than in German. I managed, however, to read "Le Médecin Malgré Lui" again. It was very amusing; but I did not like it nearly so well as "Wilhelm Tell."

My progress in lip-reading and speech was not what my teachers and I had hoped and expected it would be. It was my ambition to speak like other people, and my teachers believed that this could be accomplished; but, although we worked hard and faithfully, yet we did not quite reach our goal. I suppose we aimed too high, and disappointment was therefore inevitable. I still regarded arithmetic as a system of pitfalls. I hung about the dangerous

frontier of "guess," avoiding with infinite trouble to myself and others the broad valley of reason. When I was not guessing, I was jumping at conclusions, and this fault, in addition to my dullness, aggravated my difficulties more than was right or necessary.

But although these disappointments caused me great depression at times, I pursued my other studies with unflagging interest, especially physical geography. It was a joy to learn the secrets of nature: how — in the picturesque language of the Old Testament — the winds are made to blow from the four corners of the heavens, how the vapours ascend from the ends of the earth, how rivers are cut out among the rocks, and mountains overturned by the roots, and in what ways man may overcome many forces mightier than himself. The two years in New York were happy ones, and I look back to them with genuine pleasure.

I remember especially the walks we all took together every day in Central Park, the only part of the city that was congenial to me. I never lost a jot of my delight in this great park. I loved to have it described every time I entered it; for it was beautiful in all its aspects, and these aspects were so many that it was beautiful in a different way each day of the nine months I spent in New York.

In the spring we made excursions to various places of interest. We sailed on the Hudson River and wandered about on its green banks, of which Bryant loved to sing. I liked the simple, wild

grandeur of the palisades. Among the places I visited were West Point, Tarrytown, the home of Washington Irving, where I walked through "Sleepy Hollow."

CHAPTER XVII.

In October, 1896, I entered the Cambridge School for Young Ladies, to be prepared for Radcliffe.

When I was a little girl, I visited Wellesley and surprised my friends by the announcement, "Some day I shall go to college — but I shall go to Harvard!" When asked why I would not go to Wellesley, I replied that there were only girls there. The thought of going to college took root in my heart and became an earnest desire, which impelled me to enter into competition for a degree with seeing and hearing girls, in the face of the strong opposition of many true and wise friends. When I left New York the idea had become a fixed purpose; and it was decided that I should go to Cambridge. This was the nearest approach I could get to Harvard and to the fulfilment of my childish declaration.

At the Cambridge School the plan was to have Miss Sullivan attend the classes with me and interpret to me the instruction given.

Of course my instructors had had no experience in teaching any but normal pupils, and my only means of conversing with them was reading their lips. My studies for the first year were English

history, English literature, German, Latin, arithmetic, Latin composition and occasional themes. Until then I had never taken a course of study with the idea of preparing for college; but I had been well drilled in English by Miss Sullivan, and it soon became evident to my teachers that I needed no special instruction in this subject beyond a critical study of the books prescribed by the college. I had had, moreover, a good start in French, and received six months' instruction in Latin; but German was the subject with which I was most familiar.

Each day Miss Sullivan went to the classes with me and spelled into my hand with infinite patience all that the teachers said. In study hours she had to look up new words for me and read and reread notes and books I did not have in raised print. The tedium of that work is hard to conceive. Frau Gröte, my German teacher, and Mr. Gilman, the principal, were the only teachers in the school who learned the finger alphabet to give me instruction. No one realized more fully than dear Frau Gröte how slow and inadequate her spelling was. Nevertheless, in the goodness of her heart she laboriously spelled out her instructions to me in special lessons twice a week, to give Miss Sullivan a little rest. But, though everybody was kind and ready to help us, there was only one hand that could turn drudgery into pleasure.

That year I finished arithmetic, reviewed my Latin grammar, and read three chapters of Cæsar's "Gallic War." In German I read, partly with my fingers and partly with Miss Sullivan's assistance,

Schiller's "Lied von der Glocke" and "Taucher," Heine's "Harzreise," Freytag's "Aus dem Staat Friedrichs des Großen," Riehl's „Fluch der Schönheit," Lessing's "Minna von Barnhelm," and Goethe's "Aus meinem Leben." I took the greatest delight in these German books, especially Schiller's wonderful lyrics, the history of Frederick the Great's magnificent achievements and the account of Goethe's life. I was sorry to finish "Die Harzreise," so full of happy witticisms and charming descriptions of vine-clad hills, streams that sing and ripple in the sunshine, and wild regions, sacred to tradition and legend, the gray sisters of a long-vanished, imaginative age.

Mr. Gilman instructed me part of the year in English literature. We read together "As You Like It," Burke's "Speech on Conciliation with America," and Macaulay's "Life of Samuel Johnson." Mr. Gilman's broad views of history and literature and his clever explanations made my work easier and pleasanter than it could have been had I only read notes mechanically with the necessarily brief explanations given in the classes.

Burke's speech was more instructive than any other book on a political subject that I had ever read. My mind stirred with the stirring times, and the characters round which the life of two contending nations centred seemed to move right before me. I wondered more and more, while Burke's masterly speech rolled on in mighty surges of eloquence, how it was that King George and his ministers could have turned a deaf ear to his warn-

ing prophecy of our victory and their humiliation. Then I entered into the melancholy details of the relation in which the great statesman stood to his party and to the representatives of the people. I thought how strange it was that such precious seeds of truth and wisdom should have fallen among the tares of ignorance and corruption.

In a different way Macaulay's "Life of Samuel Johnson" was interesting. My heart went out to the lonely man who ate the bread of affliction in Grub Street, and yet, in the midst of toil and cruel suffering of body and soul, always had a kind word, and lent a helping hand to the poor and despised. I rejoiced over all his successes, I shut my eyes to his faults, and wondered, not that he had them, but that they had not crushed or dwarfed his soul. But in spite of Macaulay's brilliancy and his admirable faculty of making the commonplace seem fresh and picturesque, his positiveness wearied me at times, and his frequent sacrifices of truth to effect kept me in a questioning attitude very unlike the attitude of reverence in which I had listened to the Demosthenes of Great Britain.

At the Cambridge school, for the first time in my life, I enjoyed the companionship of seeing and hearing girls of my own age. I lived with several others in one of the pleasant houses connected with the school, the house where Mr. Howells used to live, and we all had the advantage of home life. I joined them in many of their games, even blind man's buff and frolics in the snow; I took long walks with them; we discussed our studies and

read aloud the things that interested us. Some of the girls learned to speak to me, so that Miss Sullivan did not have to repeat their conversation.

At Christmas, my mother and little sister spent the holidays with me, and Mr. Gilman kindly offered to let Mildred study in his school. So Mildred stayed with me in Cambridge, and for six happy months we were hardly ever apart. It makes me most happy to remember the hours we spent helping each other in study and sharing our recreation together.

I took my preliminary examinations for Radcliffe from the 29th of June to the 3rd of July in 1897. The subjects I offered were Elementary and Advanced German, French, Latin, English, and Greek and Roman history, making nine hours in all. I passed in everything, and received "honours" in German and English.

Perhaps an explanation of the method that was in use when I took my examinations will not be amiss here. The student was required to pass in sixteen hours — twelve hours being called elementary and four advanced. He had to pass five hours at a time to have them counted. The examination papers were given out at nine o'clock at Harvard and brought to Radcliffe by a special messenger. Each candidate was known, not by his name, but by a number. I was No. 233, but, as I had to use a typewriter, my identity could not be concealed.

It was thought advisable for me to have my examinations in a room by myself, because the

noise of the typewriter might disturb the other girls. Mr. Gilman read all the papers to me by means of the manual alphabet. A man was placed on guard at the door to prevent interruption.

The first day I had German. Mr. Gilman sat beside me and read the paper through first, then sentence by sentence, while I repeated the words aloud, to make sure that I understood him perfectly. The papers were difficult, and I felt very anxious as I wrote out my answers on the typewriter. Mr. Gilman spelled to me what I had written, and I made such changes as I thought necessary, and he inserted them. I wish to say here that I have not had this advantage since in any of my examinations. At Radcliffe no one reads the papers to me after they are written, and I have no opportunity to correct errors unless I finish before the time is up. In that case I correct only such mistakes as I can recall in the few minutes allowed, and make notes of these corrections at the end of my paper. If I passed with higher credit in the preliminaries than in the finals, there are two reasons. In the finals, no one read my work over to me, and in the preliminaries I offered subjects with some of which I was in a measure familiar before my work in the Cambridge school; for at the beginning of the year I had passed examinations in English, History, French and German, which Mr. Gilman gave me from previous Harvard papers.

Mr. Gilman sent my written work to the examiners with a certificate that I, candidate No. 233, had written the papers.

All the other preliminary examinations were conducted in the same manner. None of them was so difficult as the first. I remember that the day the Latin paper was brought to us, Professor Schilling came in and informed me I had passed satisfactorily in German. This encouraged me greatly, and I sped on to the end of the ordeal with a light heart and a steady hand.

CHAPTER XVIII.

When I began my second year at the Gilman school, I was full of hope and determination to succeed. But during the first few weeks I was confronted with unforeseen difficulties. Mr. Gilman had agreed that that year I should study mathematics principally. I had physics, algebra, geometry, astronomy, Greek and Latin. Unfortunately, many of the books I needed had not been embossed in time for me to begin with the classes, and I lacked important apparatus for some of my studies. The classes I was in were very large, and it was impossible for the teachers to give me special instruction. Miss Sullivan was obliged to read all the books to me, and interpret for the instructors, and for the first time in eleven years it seemed as if her dear hand would not be equal to the task.

It was necessary for me to write algebra and geometry in class and solve problems in physics, and this I could not do until we bought a braille writer, by means of which I could put down the

steps and processes of my work. I could not follow with my eyes the geometrical figures drawn on the blackboard, and my only means of getting a clear idea of them was to make them on a cushion with straight and curved wires, which had bent and pointed ends. I had to carry in my mind, as Mr. Keith says in his report, the lettering of the figures, the hypothesis and conclusion, the construction and the process of the proof. In a word, every study had its obstacles. Sometimes I lost all courage and betrayed my feelings in a way I am ashamed to remember, especially as the signs of my trouble were afterward used against Miss Sullivan, the only person of all the kind friends I had there, who could make the crooked straight and the rough places smooth.

Little by little, however, my difficulties began to disappear. The embossed books and other apparatus arrived, and I threw myself into the work with renewed confidence. Algebra and geometry were the only studies that continued to defy my efforts to comprehend them. As I have said before, I had no aptitude for mathematics; the different points were not explained to me as fully as I wished. The geometrical diagrams were particularly vexing because I could not see the relation of the different parts to one another, even on the cushion. It was not until Mr. Keith taught me that I had a clear idea of mathematics.

On the 29th and 30th of June, 1899, I took my final examinations for Radcliffe College. The first day I had Elementary Greek and Advanced

Latin, and the second day Geometry, Algebra and Advanced Greek.

The college authorities did not allow Miss Sullivan to read the examination papers to me; so Mr. Eugene C. Vining, one of the instructors at the Perkins Institution for the Blind, was employed to copy the papers for me in American braille. Mr. Vining was a stranger to me, and could not communicate with me, except by writing braille. The proctor was also a stranger, and did not attempt to communicate with me in any way.

The braille worked well enough in the languages, but when it came to geometry and algebra, difficulties arose. I was sorely perplexed, and felt discouraged, wasting much precious time, especially in algebra and in geometry.

The administrative board of Radcliffe did not realize how difficult they were making my examinations, nor did they understand the peculiar difficulties I had to surmount. But if they unintentionally placed obstacles in my way, I have the consolation of knowing that I overcame them all.

CHAPTER XIX.

The struggle for admission to college was ended, and I could now enter Radcliffe whenever I pleased. Before I entered college, however, it was thought best that I should study another year under Mr. Keith. It was not, therefore, until the fall of 1900 that my dream of going to college was realized.

I remember my first day at Radcliffe. It was a day full of interest for me. I had looked forward to it for years. A potent force within me, stronger than the persuasion of my friends, stronger even than the pleadings of my heart, had impelled me to try my strength by the standards of those who see and hear. I knew that there were obstacles in the way; but I was eager to overcome them. I had taken to heart the words of the wise Roman who said, "To be banished from Rome is but to live outside of Rome." Debarred from the great highways of knowledge, I was compelled to make the journey across country by unfrequented roads — that was all; and I knew that in college there were many bypaths where I could touch hands with girls who were thinking, loving and struggling like me.

I began my studies with eagerness. Before me I saw a new world opening in beauty and light, and I felt within me the capacity to know all things. In the wonderland of Mind I should be as free as another. Its people, scenery, manners, joys, tragedies should be living, tangible interpreters of the real world. The lecture-halls seemed filled with the spirit of the great and the wise, and I thought the professors were the embodiment of wisdom. If I have since learned differently, I am not going to tell anybody.

But I soon discovered that college was not quite the romantic lyceum I had imagined. Many of the dreams that had delighted my young inexperience became beautifully less and "faded into

the light of common day." Gradually I began to find that there were disadvantages in going to college.

The one I felt and still feel most is lack of time. I used to have time to think, to reflect, my mind and I. We would sit together of an evening and listen to the inner melodies of the spirit, which one hears only in leisure moments when the words of some loved poet touch a deep, sweet chord in the soul that until then had been silent. But in college there is no time to commune with one's thoughts. One goes to college to learn, it seems, not to think. When one enters the portals of learning, one leaves the dearest pleasures — solitude, books and imagination — outside with the whispering pines. I suppose I ought to find some comfort in the thought that I am laying up treasures for future enjoyment, but I am improvident enough to prefer present joy to hoarding riches against a rainy day.

My studies the first year were French, German, history, English composition and English literature. In the French course I read some of the works of Corneille, Molière, Racine, Alfred de Musset and Sainte-Beuve, and in the German those of Goethe and Schiller. I reviewed rapidly the whole period of history from the fall of the Roman Empire to the eighteenth century, and in English literature studied critically Milton's poems.

I am frequently asked how I overcome the peculiar conditions under which I work in college. In the classroom I am of course practically alone.

The professor is as remote as if he were speaking through a telephone. The lectures are spelled into my hand as rapidly as possible, and much of the individuality of the lecturer is lost to me in the effort to keep in the race. The words rush through my hand like hounds in pursuit of a hare which they often miss. But in this respect I do not think I am much worse off than the girls who take notes. If the mind is occupied with the mechanical process of hearing and putting words on paper at pell-mell speed, I should not think one could pay much attention to the subject under consideration or the manner in which it is presented. I cannot make notes during the lectures, because my hands are busy listening. Usually I jot down what I can remember of them when I get home. I write the exercises, daily themes, criticisms and hour-tests, the mid-year and final examinations, on my typewriter, so that the professors have no difficulty in finding out how little I know. When I began the study of Latin prosody, I devised and explained to my professor a system of signs indicating the different meters and quantities.

Very few of the books required in the various courses are printed for the blind, and I am obliged to have them spelled into my hand. Consequently I need more time to prepare my lessons than other girls. The manual part takes longer, and I have perplexities which they have not. There are days when the close attention I must give to details chafes my spirit, and the thought that I must spend hours reading a few chapters, while in the world

without other girls are laughing and singing and dancing, makes me rebellious; but I soon recover my buoyancy and laugh the discontent out of my heart. For, after all, every one who wishes to gain true knowledge must climb the Hill Difficulty alone, and since there is no royal road to the summit, I must zigzag it in my own way. I slip back many times, I fall, I stand still, I run against the edge of hidden obstacles, I lose my temper and find it again and keep it better, I trudge on, I gain a little, I feel encouraged, I get more eager and climb higher and begin to see the widening horizon. Every struggle is a victory. One more effort and I reach the luminous cloud, the blue depths of the sky, the uplands of my desire.

Last year, my second year at Radcliffe, I studied English composition, the Bible as English literature, the governments of America and Europe, the Odes of Horace, and Latin comedy. The class in composition was the pleasantest. It was very lively. The lectures were always interesting, vivacious, witty; for the instructor, Mr. Charles Townsend Copeland, more than any one else I have had until this year, brings before you literature in all its original freshness and power. For one short hour you are permitted to drink in the eternal beauty of the old masters without needless interpretation or exposition. You revel in their fine thoughts.

This year is the happiest because I am studying subjects that especially interest me, economics, Elizabethan literature, Shakespeare and the History of Philosophy.

There are, however, times when I long to sweep away half the things I am expected to learn; for the overtaxed mind cannot enjoy the treasure it has secured at the greatest cost. It is impossible, I think, to read in one day four or five different books in different languages and treating of widely different subjects, and not lose sight of the very ends for which one reads. When one reads hurriedly and nervously, having in mind written tests and examinations, one's brain becomes encumbered with a lot of choice bric-à-brac for which there seems to be little use. At the present time my mind is so full of heterogeneous matter that I almost despair of ever being able to put it in order. A thousand odds and ends of knowledge come crashing about my head like hailstones, and when I try to escape them, theme-goblins and college nixies of all sorts pursue me until I wish — oh, may I be forgiven the wicked wish! — that I might smash the idols I came to worship.

But the examinations are the chief bugbears of my college life. Although I have faced them many times and cast them down and made them bite the dust, yet they rise again and menace me with pale looks. The days before these ordeals take place are spent in cramming your mind with mystic formulæ and indigestible dates — unpalatable diets, until you wish that books and science and you were buried in the depths of the sea.

At last the dreaded hour arrives, and you are a favoured being indeed if you feel prepared, and are able at the right time to call to your standard

thoughts that will aid you in that supreme effort. It happens too often that your trumpet call is unheeded. It is most perplexing and exasperating that just at the moment when you need your memory and a nice sense of discrimination, these faculties take to themselves wings and fly away. The facts you have garnered with such infinite trouble invariably fail you at a pinch.

While my days at Radcliffe were still in the future, they were encircled with a halo of romance, which they have lost; but in the transition from romantic to actual I have learned many things I should never have known had I not tried the experiment. One of them is the precious science of patience, which teaches us that we should take our education as we would take a walk in the country, leisurely, our minds hospitably open to impressions of every sort. Such knowledge floods the soul unseen with a soundless tidal wave of deepening thought. "Knowledge is power." Rather, knowledge is happiness, because to have knowledge — broad, deep knowledge — is to know true ends from false, and lofty things from low. To know the thoughts and deeds that have marked man's progress is to feel the great heart-throbs of humanity through the centuries; and if one does not feel in these pulsations a heavenward striving, one must indeed be deaf to the harmonies of life.

CHAPTER XX.

I have thus far sketched the events of my life, but I have not shown how much I have depended on books not only for pleasure and for the wisdom they bring to all who read, but also for that knowledge which comes to others through their eyes and their ears. Indeed, books have meant so much more in my education than in that of others, that I shall go back to the time when I began to read.

I read my first connected story in May, 1887, when I was seven years old, and from that day to this I have devoured everything in the shape of a printed page that has come within the reach of my hungry finger tips. As I have said, I did not study regularly during the early years of my education; nor did I read according to rule.

It was during my first visit to Boston that I really began to read in good earnest. I was permitted to spend a part of each day in the Institution library, and to wander from bookcase to bookcase, and take down whatever book my fingers lighted upon. And read I did, whether I understood one word in ten or two words on a page. The words themselves fascinated me; but I took no conscious account of what I read. My mind must, however, have been very impressionable at that period, for it retained many words and whole sentences, to the meaning of which I had not the faintest clue; and afterward, when I began to talk and write, these words and sentences would flash

out quite naturally, so that my friends wondered at the richness of my vocabulary. I must have read parts of many books (in those early days I think I never read any one book through) and a great deal of poetry in this uncomprehending way, until I discovered "Little Lord Fauntleroy," which was the first book of any consequence I read understandingly.

I recall distinctly the time and place when we read the first chapters of the fascinating child's story. It was a warm afternoon in August. We were sitting together in a hammock which swung from two solemn pines at a short distance from the house. We had hurried through the dish-washing after luncheon, in order that we might have as long an afternoon as possible for the story. As we hastened through the long grass toward the hammock, the grasshoppers swarmed about us and fastened themselves on our clothes, and I remember that my teacher insisted upon picking them all off before we sat down, which seemed to me an unnecessary waste of time. The hammock was covered with pine needles, for it had not been used while my teacher was away. The warm sun shone on the pine trees and drew out all their fragrance. The air was balmy, with a tang of the sea in it. Before we began the story Miss Sullivan explained to me the things that she knew I should not understand, and as we read on she explained the unfamiliar words. At first there were many words I did not know, and the reading was constantly interrupted; but as

soon as I thoroughly comprehended the situation, I became too eagerly absorbed in the story to notice mere words, and I am afraid I listened impatiently to the explanations that Miss Sullivan felt to be necessary. When her fingers were too tired to spell another word, I had for the first time a keen sense of my deprivations. I took the book in my hands and tried to feel the letters with an intensity of longing that I can never forget.

Afterward, at my eager request, Mr. Anagnos had this story embossed, and I read it again and again, until I almost knew it by heart; and all through my childhood "Little Lord Fauntleroy" was my sweet and gentle companion.

My mind opened naturally and joyously to a conception of antiquity. Greece, ancient Greece, exercised a mysterious fascination over me. In my fancy the pagan gods and goddesses still walked on earth and talked face to face with men, and in my heart I secretly built shrines to those I loved best. I knew and loved the whole tribe of nymphs and heroes and demigods — no, not quite all, for the cruelty and greed of Medea and Jason were too monstrous to be forgiven, and I used to wonder why the gods permitted them to do wrong and then punished them for their wickedness.

It was the Iliad that made Greece my paradise. I was familiar with the story of Troy before I read it in the original, and consequently I had little difficulty in making the Greek words surrender their treasures after I had passed the borderland

of grammar. Great poetry, whether written in Greek or in English, needs no other interpreter than a responsive heart. It is not necessary that one should be able to define every word and give it its principal parts and its grammatical position in the sentence in order to understand and appreciate a fine poem. I know my learned professors have found greater riches in the Iliad than I shall ever find; but I am not avaricious. I am content that others should be wiser than I. But with all their wide and comprehensive knowledge, they cannot measure their enjoyment of that splendid epic, nor can I. When I read the finest passages of the Iliad, I am conscious of a soul-sense that lifts me above the narrow, cramping circumstances of my life. My physical limitations are forgotten — my world lies upward, the length and the breadth and the sweep of the heavens are mine!

I began to read the Bible long before I could understand it. Now it seems strange to me that there should have been a time when my spirit was deaf to its wondrous harmonies; but I remember well a rainy Sunday morning when, having nothing else to do, I begged my cousin to read me a story out of the Bible. Although she did not think I should understand, she began to spell into my hand the story of Joseph and his brothers. Somehow it failed to interest me. The unusual language and repetition made the story seem unreal and far away in the land of Canaan, and I fell asleep, before the brothers came with the

coat of many colours unto the tent of Jacob and told their wicked lie!

But how shall I speak of the glories I have since discovered in the Bible? For years I have read it with an ever-broadening sense of joy and inspiration; and I love it as I love no other book.

CHAPTER XXI.

I trust that my readers have not concluded from the preceding chapter on books that reading is my only pleasure; my pleasures and amusements are many and varied.

More than once in the course of my story I have referred to my love of the country and out-of-door sports. When I was quite a little girl, I learned to row and swim, and during the summer, when I am at Wrentham, Massachusetts, I almost live in my boat. Nothing gives me greater pleasure than to take my friends out rowing when they visit me. Of course, I cannot guide the boat very well. Some one usually sits in the stern and manages the rudder while I row. Sometimes, however, I go rowing without the rudder. It is fun to try to steer by the scent of watergrasses and lilies, and of bushes that grow on the shore. I use oars with leather bands, which keep them in position in the oarlocks, and I know by the resistance of the water when the oars are evenly poised. In the same manner I can also tell when I am pulling against the current. I like to contend with wind and wave. What is more

exhilarating than to make your staunch little boat, obedient to your will and muscle, go skimming lightly over glistening, tilting waves, and to feel the steady, imperious surge of the water!

I also enjoy canoeing, and I suppose you will smile when I say that I especially like it on moonlight nights. I cannot, it is true, see the moon climb up the sky behind the pines and steal softly across the heavens, making a shining path for us to follow; but I know she is there, and as I lie back among the pillows and put my hand in the water, I fancy that I feel the shimmer of her garments as she passes. Sometimes a daring little fish slips between my fingers, and often a pond-lily presses shyly against my hand. Frequently, as we emerge from the shelter of a cove or inlet, I am suddenly conscious of the spaciousness of the air about me. A luminous warmth seems to enfold me. Whether it comes from the trees which have been heated by the sun, or from the water, I can never discover. I have had the same strange sensation even in the heart of the city. I have felt it on cold, stormy days and at night. It is like the kiss of warm lips on my face.

My favourite amusement is sailing. In the summer of 1901 I visited Nova Scotia and had opportunities such as I had not enjoyed before to make the acquaintance of the ocean. After spending a few days in Evangeline's country, about which Longfellow's beautiful poem has woven a spell of enchantment, Miss Sullivan and I went to Halifax, where we remained the greater part of the summer.

The harbour was our joy, our paradise. The memory of it is a joy forever.

One day we had a thrilling experience. There was a regatta in the Northwest Arm, in which the boats from the different warships were engaged. We went in a sail-boat along with many others to watch the races. Hundreds of little sail-boats swung to and fro close by, and the sea was calm. When the races were over, and we turned our faces homeward, one of the party noticed a black cloud drifting in from the sea, which grew and spread and thickened until it covered the whole sky. The wind rose, and the waves chopped angrily at unseen barriers. Our little boat confronted the gale fearlessly; with sails spread and ropes taut, she seemed to sit upon the wind. Now she swirled in the billows, now she sprang upward on a gigantic wave, only to be driven down with angry howl and hiss. Down came the mainsail. Tacking and jibbing, we wrestled with opposing winds that drove us from side to side with impetuous fury. Our hearts beat fast, and our hands trembled with excitement, not fear; for we had the hearts of vikings, and we knew that our skipper was master of the situation. He had steered through many a storm with firm hand and sea-wise eye. As they passed us, the large craft and the gunboats in the harbour saluted and the seamen shouted applause for the master of the only little sail-boat that ventured out into the storm. At last, cold, hungry and weary, we reached our pier.

But I must not forget that I was going to write about last summer in particular. As soon as my

examinations were over, Miss Sullivan and I hastened to this green nook, where we have a little cottage on one of the three lakes for which Wrentham is famous. Here the long, sunny days were mine, and all thoughts of work and college and the noisy city were thrust into the background. In Wrentham we caught echoes of what was happening in the world — war, alliance, social conflict. We knew that beyond the border of our Eden men were making history by the sweat of their brows when they might better make a holiday. But we little heeded these things. These things would pass away; here were lakes and woods, and broad daisy-starred fields and sweet-breathed meadows, and they shall endure forever.

People who think that all sensations reach us through the eye and the ear have expressed surprise that I should notice any difference, except possibly the absence of pavements, between walking in city streets and in country roads. They forget that my whole body is alive to the conditions about me. The rumble and roar of the city smite the nerves of my face, and I feel the ceaseless tramp of an unseen multitude, and the dissonant tumult frets my spirit. The grinding of heavy wagons on hard pavements and the monotonous clangour of machinery are all the more torturing to the nerves if one's attention is not diverted by the panorama that is always present in the noisy streets to people who can see.

In the country one sees only Nature's fair works, and one's soul is not saddened by the cruel struggle

for mere existence that goes on in the crowded city. Several times I have visited the narrow, dirty streets where the poor live, and I grow hot and indignant to think that good people should be content to live in fine houses and become strong and beautiful, while others are condemned to live in hideous, sunless tenements and grow ugly, withered and cringing. The children who crowd these grimy alleys, half-clad and underfed, shrink away from your outstretched hand as if from a blow. Dear little creatures, they crouch in my heart and haunt me with a constant sense of pain. There are men and women, too, all gnarled and bent out of shape. I have felt their hard, rough hands and realized what an endless struggle their existence must be — no more than a series of scrimmages, thwarted attempts to do something. Their life seems an immense disparity between effort and opportunity. The sun and the air are God's free gifts to all, we say, but are they so? In yonder city's dingy alleys the sun shines not, and the air is foul. Oh, man, how dost thou forget and obstruct thy brother man, and say, "Give us this day our daily bread," when he has none! Oh, would that men would leave the city, its splendour and its tumult and its gold, and return to wood and field and simple, honest living! Then would their children grow stately as noble trees, and their thoughts sweet and pure as wayside flowers. It is impossible not to think of all this when I return to the country after a year of work in town.

What a joy it is to feel the soft, springy earth under my feet once more, to follow grassy roads

that lead to ferny brooks where I can bathe my fingers in a cataract of rippling notes, or to clamber over a stone wall into green fields that tumble and roll and climb in riotous gladness!

Next to a leisurely walk I enjoy a "spin" on my tandem bicycle. It is splendid to feel the wind blowing in my face and the springy motion of my iron steed. The rapid rush through the air gives me a delicious sense of strength and buoyancy, and the exercise makes my pulses dance and my heart sing.

When a rainy day keeps me indoors, I amuse myself after the manner of other girls. I like to knit and crochet; I read in the happy-go-lucky way I love, here and there a line; or perhaps I play a game or two of checkers or chess with a friend. I have a special board on which I play these games. The squares are cut out, so that the men stand in them firmly. The black checkers are flat and the white ones curved on top. Each checker has a hole in the middle in which a brass knob can be placed to distinguish the king from the commons. The chessmen are of two sizes, the white larger than the black, so that I have no trouble in following my opponent's manoeuvres by moving my hands lightly over the board after a play. The jar made by shifting the men from one hole to another tells me when it is my turn.

Museums and art stores are also sources of pleasure and inspiration. Doubtless it will seem strange to many that the hand unaided by sight can feel action, sentiment, beauty in the cold

marble; and yet it is true that I derive genuine pleasure from touching great works of art. As my finger tips trace line and curve, they discover the thought and emotion which the artist has portrayed. I can feel in the faces of gods and heroes hate, courage and love, just as I can detect them in living faces I am permitted to touch. I feel in Diana's posture the grace and freedom of the forest and the spirit that tames the mountain lion and subdues the fiercest passions.

A medallion of Homer hangs on the wall of my study, conveniently low, so that I can easily reach it and touch the beautiful, sad face with loving reverence. How well I know each line in that majestic brow — tracks of life and bitter evidences of struggle and sorrow; those sightless eyes seeking, even in the cold plaster, for the light and the blue skies of his beloved Hellas, but seeking in vain; that beautiful mouth, firm and true and tender. It is the face of a poet, and of a man acquainted with sorrow. Ah, how well I understand his deprivation — the perpetual night in which he dwelt —

> O dark, dark, dark, amid the blaze of noon,
> Irrecoverably dark, total eclipse
> Without all hope of day!

In imagination I can hear Homer singing, as with unsteady, hesitating steps he gropes his way from camp to camp — singing of life, of love, of war, of the splendid achievements of a noble race. It was a wonderful, glorious song, and it won the blind poet an immortal crown, the admiration of all ages.

I sometimes wonder if the hand is not more sensitive to the beauties of sculpture than the eye. I should think the wonderful rhythmical flow of lines and curves could be more subtly felt than seen. Be this as it may, I know that I can feel the heart-throbs of the ancient Greeks in their marble gods and goddesses.

I remember well the first time I went to the theatre. It was twelve years ago. Elsie Leslie, the little actress, was in Boston, and Miss Sullivan took me to see her in "The Prince and the Pauper". I shall never forget the ripple of alternating joy and woe that ran through that beautiful little play, or the wonderful child who acted it. After the play I was permitted to go behind the scenes and meet her in her royal costume. It would have been hard to find a lovelier or more lovable child than Elsie, as she stood with a cloud of golden hair floating over her shoulders, smiling brightly, showing no signs of shyness or fatigue, though she had been playing to an immense audience. I was only just learning to speak, and had previously repeated her name until I could say it perfectly. Imagine my delight when she understood the few words I spoke to her and without hesitation stretched her hand to greet me.

Is it not true, then, that my life with all its limitations touches at many points the life of the World Beautiful? Everything has its wonders, even darkness and silence, and I learn, whatever state I may be in, therein to be content.

Sometimes, it is true, a sense of isolation enfolds me like a cold mist as I sit alone and wait at life's

shut gate. Beyond there is light, and music, and sweet companionship; but I may not enter. Fate, silent, pitiless, bars the way. Fain would I question his imperious decree; for my heart is still undisciplined and passionate; but my tongue will not utter the bitter, futile words that rise to my lips, and they fall back into my heart like unshed tears. Silence sits immense upon my soul. Then comes hope with a smile and whispers, "There is joy in self-forgetfulness." So I try to make the light in others' eyes my sun, the music in others' ears my symphony, the smile on others' lips my happiness.

CHAPTER XXII.

Would that I could enrich this sketch with the names of all those who have ministered to my happiness! Some of them would be found written in our literature and dear to the hearts of many, while others would be wholly unknown to most of my readers. But their influence, though it escapes fame, shall live immortal in the lives that have been sweetened and ennobled by it. Those are red-letter days in our lives when we meet people who thrill us like a fine poem, people whose handshake is brimful of unspoken sympathy, and whose sweet, rich natures impart to our eager, impatient spirits a wonderful restfulness which, in its essence, is divine. The perplexities, irritations and worries that have absorbed us pass like unpleasant dreams, and we wake to see with new

eyes and hear with new ears the beauty and harmony of God's real world. The solemn nothings that fill our everyday life blossom suddenly into bright possibilities. In a word, while such friends are near us we feel that all is well. Perhaps we never saw them before, and they may never cross our life's path again; but the influence of their calm, mellow natures is a libation poured upon our discontent, and we feel its healing touch, as the ocean feels the mountain stream freshening its brine.

I have often been asked, "Do not people bore you?" I do not understand quite what that means. I suppose the calls of the stupid and curious, especially of newspaper reporters, are always inopportune. I also dislike people who try to talk down to my understanding. They are like people who, when walking with you, try to shorten their steps to suit yours; the hypocrisy in both cases is equally exasperating.

The hands of those I meet are dumbly eloquent to me. The touch of some hands is an impertinence. I have met people so empty of joy, that when I clasped their frosty finger-tips, it seemed as if I were shaking hands with a northeast storm. Others there are whose hands have sunbeams in them, so that their grasp warms my heart. It may be only the clinging touch of a child's hand; but there is as much potential sunshine in it for me as there is in a loving glance for others. A hearty handshake or a friendly letter gives me genuine pleasure.

I have many far-off friends whom I have never seen. Indeed they are so many that I have often

been unable to reply to their letters; but I wish to say here that I am always grateful for their kind words, however insufficiently I acknowledge them.

I count it one of the sweetest privileges of my life to have known and conversed with many men of genius. Only those who knew Bishop Brooks can appreciate the joy his friendship was to those who possessed it. As a child I loved to sit on his knee and clasp his great hand with one of mine, while Miss Sullivan spelled into the other his beautiful words about God and the spiritual world. I heard him with a child's wonder and delight. My spirit could not reach up to his, but he gave me a real sense of joy in life, and I never left him without carrying away a fine thought that grew in beauty and depth of meaning as I grew. Once, when I was puzzled to know why there were so many religions, he said: "There is one universal religion, Helen — the religion of love. Love your Heavenly Father with your whole heart and soul, love every child of God as much as ever you can, and remember that the possibilities of good are greater than the possibilities of evil; and you have the key to Heaven." And his life was a happy illustration of this great truth. In his noble soul love and widest knowledge were blended with faith that had become insight. He saw

> God in all that liberates and lifts,
> In all that humbles, sweetens and consoles.

Bishop Brooks taught me no special creed or dogma; but he impressed upon my mind two great ideas — the fatherhood of God and the brotherhood

of man, and made me feel that these truths underlie all creeds and forms of worship. God is love, God is our Father, we are His children; therefore the darkest clouds will break, and though right be worsted, wrong shall not triumph.

I am too happy in this world to think much about the future, except to remember that I have cherished friends awaiting me there in God's beautiful Somewhere. In spite of the lapse of years, they seem so close to me that I should not think it strange if at any moment they should clasp my hand and speak words of endearment as they used to before they went away.

LETTERS (1887—1901).

Miss Sullivan began to teach me on March 3d, 1887. Four months and a half after the first word was spelled into my hand, I wrote in pencil this letter (cf. p. 29).

TO MRS. KATE ADAMS KELLER

[Huntsville, Alabama, July 12, 1887.]

Helen will write mother letter papa did give helen medicine mildred will sit in swing mildred did kiss helen teacher did give helen peach george is sick in bed george arm is hurt anna did give helen lemonade dog did stand up.

conductor did punch ticket papa did give helen pretty new hat helen will hug and kiss mother helen will come home grandmother does love helen

good-by

[No signature.]

TO MRS. KATE ADAMS KELLER

So. Boston, Mass., Dec. 24, 1889.

My dear Mother,

Yesterday I sent you a little Christmas box. I am very sorry that I could not send it before, so that you would receive it to morrow, but I could not finish the watch-case any sooner.

I made all of the gifts myself, excepting father's handkerchief. I wish I could have made father a gift too, but I did not have sufficient time. I hope you will like your watch-case, for it made me very happy to make it for you. You must keep your lovely new montre in it. If it is too warm in Tuscumbia for little sister to wear her pretty mittens, she can keep them because her sister made them for her. I imagine she will have fun with the little toy man. Tell her to shake him, and then he will blow his trumpet. I thank my dear kind father for sending me some money, to buy gifts for my friends. I love to make everybody happy. I should like to be at home on Christmas day. We would be very happy together. I think of my beautiful home every day. Please do not forget to send me some pretty presents to hang on my tree. I am going to have a Christmas trée, in the parlour and teacher will hang all of my gifts upon it. It will be a funny tree. All of the girls have gone home to spend Christmas. Teacher and I are the only babies left for Mrs. Hopkins to care for. Teacher has been sick in bed for many days. Her throat was very sore and the doctor thought she would have to go away to the hospital, but she is better now. I have not been sick at all. The little girls are well too. Friday I am going to spend the day with my little friends Carrie, Ethel, Frank and Helen Freeman. We will have great fun I am sure.

Mr. and Miss Endicott came to see me, and I went to ride in the carriage. They are going to

give me a lovely present, but I cannot guess what it will be. Sammy has a dear new brother. He is very soft and delicate yet. Mr. Anagnos is in Athens now. He is delighted because I am here. Now I must say, good-bye. I hope I have written my letter nicely, but it is very difficult to write on this paper and teacher is not here to give me better. Give many kisses to little sister and much love to all. Lovingly HELEN.

TO REV. PHILLIPS BROOKS

TUSCUMBIA, ALABAMA, July 14, 1890.

My dear Mr. Brooks, I am very glad to write to you this beautiful day because you are my kind friend and I love you, and because I wish to know many things. I have been at home three weeks, and Oh, how happy I have been with dear mother and father and precious little sister. I was very, very sad to part with all of my friends in Boston, but I was so eager to see my baby sister I could hardly wait for the train to take me home. But I tried very hard to be patient for teacher's sake. Mildred has grown much taller and stronger than she was when I went to Boston, and she is the sweetest and dearest little child in the world. My parents were delighted to hear me speak, and I was overjoyed to give them such a happy surprise. I think it is so pleasant to make everybody happy. Why does the dear Father in heaven think it best for us to have very great sorrow sometimes? I am always happy and so was Little Lord Fauntleroy, but dear Little Jakey's life was full of sadness. God

did not put the light in Jakey's eyes and he was blind, and his father was not gentle and loving. Do you think poor Jakey loved his Father in heaven more because his other father was unkind to him? How did God tell people that his home was in heaven? When people do very wrong and hurt animals and treat children unkindly God is grieved, but what will he do to them to teach them to be pitiful and loving? I think he will tell them how dearly He loves them and that He wants them to be good and happy, and they will not wish to grieve their father who loves them so much, and they will want to please him in everything they do, so they will love each other and do good to everyone, and be kind to animals.

Please tell me something that you know about God. It makes me happy to know much about my loving Father, who is good and wise. I hope you will write to your little friend when you have time. I should like very much to see you to-day. Is the sun very hot in Boston now? this afternoon if it is cool enough I shall take Mildred for a ride on my donkey. Mr. Wade sent Neddy to me, and he is the prettiest donkey you can imagine. My great dog Lioness goes with us when we ride to protect us. Simpson, that is my brother, brought me some beautiful pond lilies yesterday — he is a very brother to me.

Teacher sends you her kind remembrances, and father and mother also send their regards.

From your loving little friend,

HELEN A. KELLER.

DR. BROOK'S REPLY

London, August 3, 1890.

My Dear Helen — I was very glad indeed to get your letter. It has followed me across the ocean and found me in this magnificent great city, which I should like to tell you all about if I could take time for it and make my letter long enough. Some time when you come and see me in my study in Boston I shall be glad to talk to you about it all if you care to hear.

But now I want to tell you how glad I am that you are so happy and enjoying your home so very much. I can almost think I see you with your father and mother and little sister, with all the brightness of the beautiful country about you, and it makes me very glad to know how glad you are.

I am glad also to know, from the questions which you ask me, what you are thinking about. I do not see how we can help thinking about God when He is so good to us all the time. Let me tell you how it seems to me that we come to know about our heavenly Father. It is from the power of love which is in our own hearts. Love is at the soul of everything. Whatever has not the power of loving must have a very dreary life indeed. We like to think that the sunshine and the winds and the trees are able to love in some way of their own, for it would make us know that they were happy if we knew that they could love. And so God who is the greatest and happiest of

all beings is the most loving too. All the love that is in our hearts comes from him, as all the light which is in the flowers comes from the sun. And the more we love the more near we are to God and His Love.

I told you that I was very happy because of your happiness. Indeed I am. So are your Father and your Mother and your Teacher and all your friends. But do you not think that God is happy too because you are happy? I am sure He is. And He is happier than any of us because He is greater than any of us, and also because He not merely *sees* your happiness as we do, but He also *made* it. He gives it to you as the sun gives light and color to the rose. And we are always most glad of what we not merely see our friends enjoy, but of what we give them to enjoy. Are we not?

But God does not only want us to be *happy*; He wants us to be *good*. He wants that most of all. He knows that we can be really happy only when we are good. A great deal of the trouble that is in the world is medicine which is very bad to take, but which it is good to take because it makes us better. We see how good people may be in great trouble when we think of Jesus who was the greatest sufferer that ever lived and yet was the best Being and so, I am sure, the happiest Being that the world has ever seen.

I love to tell you about God. But He will tell you Himself by the love which He will put into your heart if you ask Him.

And so love is everything. And if anybody asks you, or if you ask yourself what God is, answer, "God is Love."

I send my kind remembrance to your father and mother, and to your teacher. I wish I could see your little sister.

Good Bye, dear Helen. Do write to me soon again, directing your letter to Boston.

Your affectionate friend

PHILLIPS BROOKS.

TO MRS. KATE ADAMS KELLER

SOUTH BOSTON, April 13, 1893.

. . . Teacher, Mrs. Pratt and I very unexpectedly decided to take a journey with dear Dr. Bell . . .

Mr. Bell and I planned it together and Mr. Bell made all the arrangements before we told teacher anything about it. This was the surprise — I was to have the pleasure of taking my dear teacher to see Niagara-Falls . . .

The hotel was so near the river that I could feel it rushing past by putting my hand on the window. The next morning the sun rose bright warm, and we got up quickly for our hearts were full of pleasant expectation . . . You can never imagine how I felt when I stood in the presence of Niagara until you have the same mysterious sensations yourself. I could hardly realize that it was water that I felt rushing and plunging with impetuous fury at my feet. It seemed as if it

were some living thing rushing on to some terrible fate. I wish I could describe the cataract as it is, its beauty and awful grandeur, and the fearful and irresistible plunge of its waters over the brow of the precipice. One feels helpless and overwhelmed in the presence of such a vast force. I had the same feeling once before when I first stood by the great ocean and felt its waves beating against the shore. I suppose you feel so, too, when you gaze up to the stars in the stillness of the night, do you not? . . . We went down a hundred and twenty feet in an elevator that we might see the violent eddies and whirlpools in the deep gorge below the Falls. Within two miles of the Falls is a wonderful suspension bridge. It is thrown across the gorge at a height of two hundred and fifty-eight feet above the water and is supported on each bank by towers of solid rock, which are eight hundred feet apart. When we crossed over to the Canadian side, I cried, "God save the Queen!" Teacher said I was a little traitor. But I do not think so. I was only doing as the Canadians do, while I was in their country, and besides I honour England's good queen." . . .

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